# English for Foreigners

## Book Two

Sara R. O'Brien

Houghton Mifflin Company

Boston
New York Chicago

Longitude West from Greenwich
DOMINION OF CANADA
PACIFIC OCEAN
ATLANTIC OCEAN
MEXICO
GULF OF MEXICO
WASHINGTON
OREGON
CALIFORNIA
NEVADA
IDAHO
MONTANA
WYOMING
UTAH
ARIZONA
NEW MEXICO
COLORADO
NORTH DAKOTA
SOUTH DAKOTA
NEBRASKA
KANSAS
OKLAHOMA
TEXAS
MINNESOTA
IOWA
MISSOURI
ARKANSAS
LOUISIANA
WISCONSIN
ILLINOIS
MICHIGAN
INDIANA
OHIO
KENTUCKY
TENNESSEE
MISSISSIPPI
ALABAMA
GEORGIA
FLORIDA
SOUTH CAROLINA
NORTH CAROLINA
VIRGINIA
WEST VIRGINIA
PENNSYLVANIA
NEW YORK
MAINE
VERMONT
NEW HAMPSHIRE
MASSACHUSETTS
RHODE ISLAND
CONNECTICUT
NEW JERSEY
DELAWARE
MARYLAND
Seattle
Olympia
Portland
Salem
Boise
Helena
Bismarck
Fargo
Pierre
Minneapolis
St. Paul
Sioux Falls
Sioux City
Omaha
Des Moines
Lincoln
Kansas City
Topeka
Jefferson City
St. Louis
Springfield
Ogden
Salt Lake City
Denver
Pueblo
Sacramento
San Francisco
Reno
Carson City
Santa Fe
Albuquerque
Phoenix
Tucson
Muskogee
Oklahoma
Fort Smith
Little Rock
Memphis
Nashville
Louisville
Frankfort
Evansville
Indianapolis
Columbus
Cleveland
Detroit
Lansing
Milwaukee
Madison
Chicago
Lake Superior
Lake Huron
Lake Michigan
Lake Erie
L. Ontario
Montpelier
Concord
Albany
Boston
Providence
Hartford
New Haven
New York
Trenton
Philadelphia
Harrisburg
Dover
Annapolis
Washington
Richmond
Norfolk
Charleston
Raleigh
Charlotte
Columbia
Atlanta
Birmingham
Montgomery
Savannah
Jacksonville
Tallahassee
Baton Rouge
New Orleans
Austin
San Antonio
Jackson
Meridian
Augusta
Portland
BAHAMA ISLANDS
CUBA
TROPIC OF CANCER
UNITED STATES
Scale of Miles
0 100 200 300 400 500

# English for Foreigners

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## BOOK TWO

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# LESSON SUBJECTS


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# INTRODUCTION

It is assumed that the pupils for whom this book is intended have already acquired a working knowledge of oral and written English.[1] In other words, they are able, to a certain extent, to speak English, and to read, interpret, and reproduce the simpler English expressions. Their chief desire at this time is to read in order to learn. To this end the subject-matter offered in text-books should be of high informational value. But the fact cannot be overlooked that the pupils' most urgent need is for special and technical training which will enable them to read, understand, and reproduce in speech and in writing the new and more difficult forms of English expression now confronting them.

It has been the aim in this book to satisfy not only the pupils' desire, but also to provide for their real educational needs. The subject-matter introduced in the text of the reading-lessons broadens out, from the more simple subjects of immediate needs and environment treated in the First Book of this series, into the discussion of practical and vital topics in geography, American history, civic and personal activity, and even into the contemplation of simple ethical standards which make for a truer and better understanding of life. Throughout the book abundant provision has been made, by supplementary drills and exercises, for the development of power and facility of recognizing and interpreting all new symbols as they appear on the printed page.

More than this, instruction in grammar is made to keep pace with the ever broadening subject-matter and the gradually increasing difficulties in sentence structure, until the pupils, through carefully graded stages of progression, have gained ability clearly and correctly to express a thought, and to reproduce it in writing. Skill

[1] *English for Foreigners, Book* I, by Sara R. O'Brien, is designed for beginners.

so to express themselves in English naturally leads to power to understand the expressions of others.

### THE READING LESSON

Provision should be made by the teacher, in addition to the suggestions given in the various lessons, for the objective presentation of each lesson. Pictures, maps, crayon sketches, actions, and objects should be used; the amount of objective representation varying in elaboration of detail, according to the needs of a particular class.

Next, it is suggested that each new lesson be preceded by a brief oral résumé of the thought-content of all past lessons that are directly related to the lesson in hand. This résumé may be given by the teacher as an informal talk, or by means of a discussion in which both teacher and class participate.

Following this summary, and before the pupils take their books for reading, there should come a preliminary word drill of all new and difficult words in the lesson. At the end of the book will be found a "Dictionary," with diacritical marks and definitions. These words should be represented on the blackboard, interpreted for meaning, and drilled upon for sight recognition.

Finally, the class should proceed to oral reading from the books, individual pupils being called upon to read short selections. In conclusion, a reading of the entire lesson by the pupils in concert is advised, care being taken to insure correct pronunciation and a fair degree of expression in the rendering.

### THE LANGUAGE EXERCISE

The exercise in language following the reading lesson may be said to form the bridge between the oral and the written expression of thought. This exercise includes spelling, writing, punctuation, and composition.

Directions as to the method of presentation of each lesson are given in detail according as they are needed for the teacher's or the

individual pupil's guidance. The general principles underlying an exercise may be summed up as follows: —

The teacher selects from the text of a particular lesson several examples of the *special grammatical principle exemplified* in that lesson. These examples are written on the blackboard in logical sequence in sentences, categories, idioms, or paradigms, according to the specific suggestions in the lesson.

Then by oral study and discussion, under the guidance of the teacher's questioning, the pupils discover the *particular grammatical fact demonstrated* in the lesson, and, if practicable, *the rule is deduced and learned.* Drill in the application of the rule follows according to directions, the spelling of all words, new or difficult to a particular class, receiving thorough preparatory drill.

## LESSON I. THE EARTH[1]

We often hear children sing: —

"The earth is round and like a ball
Seems floating in the air."

This is almost true. The earth is like a great, round ball, but it does not seem round to you. Why? Because you see only a small part of it at one time.

It does not seem to you that the earth is moving, but the ground on which you stand is moving very fast. It is moving faster than the fastest express train. Why can you not see the earth move? Because everything and everybody on the earth are moving with it.

Watch a spinning top. It seems to turn around a straight line running through the center. Let us call this line the *axis* of the top. Then let us suppose that the earth has such an axis on which it turns. Call one end of the axis the *north pole* and the other end the *south pole*.

Of course this axis and the two poles are nothing that we can really see. We only know that the earth is whirling around from west to east all the time. It never stops. It turns completely around once in twenty-four hours.

But the sun can give light to only one half the earth at one time. The other half remains in darkness. Thus we have day and night in turn.

[1] See Introduction for suggestions for presenting this and the following lessons.

Is this not a strange and wonderful thing to think about? When it is day here, it is night on the opposite side of the earth. And always somewhere in the world the sun is going down and always somewhere it is rising.

### EXERCISE IN LANGUAGE. THE DECLARATIVE SENTENCE

*To the Teacher :* — Consult the Introduction for suggestions as to the general method of presenting the language lesson. To supplement such suggestions and to furnish a model for subsequent lessons the following exercise is outlined in detail: —

Place on the blackboard many simplified examples of the declarative sentence selected from the text of the reading lesson. Thus, —

The earth is round.

Next by oral study and discussion of the examples given, lead the pupils to discover the grammatical principles of the simple statement and the rule for the punctuation. Thus, to the class, —

English is a language. When you talk or write English you tell your thoughts. Language, then, is words used to express thoughts. Read the first group of words on the blackboard. Do these words tell a whole thought? Such a group of words which tell a whole thought is a *sentence.*

Read each sentence. What thought does each tell? A sentence which tells something is a *statement.* How does each statement begin and how is it ended? A statement always begins with a capital letter and ends with a period.

Finally, make application of these facts in the written exercise. The class should copy the sentences from the blackboard and then write them from dictation. A thorough drill in spelling should be given before the lesson is dictated. The words used for spelling should be those which prove to be difficult to a particular class and should be chosen from the language exercise.

The teacher should always use the utmost discretion in presenting only such grammatical facts, definitions, and rules, as the abilities and needs of the particular class will permit.

## LESSON II. THE CONTINENTS[1]

Where do we live on this great earth? The earth is so large that millions of people can live on it, but they do not all live in the same part. They live on different continents. The continents are the great divisions of land on the earth. North America is the continent on which we are now living. What continent is that lying south of North America? Ask your teacher to tell you about the Panama Canal.

WESTERN HEMISPHERE—THE NEW WORLD

Suppose that we now look at the other side of the earth. Here we find the large continents of Europe, Asia, and Africa. The island of Australia may be called a continent, too, since it is almost as large as Europe. Name the great oceans that lie between the continents.

The life on the continents is very different. Africa is the home of many fierce animals, such as the lion, the tiger, and the elephant. What a hot country it is! It is like summer there almost all the time. That is

[1] The globe or a wall map should be used for locating the continents. Collections of pictures, curios, etc., may be used for depicting life on the different continents.

because Africa is so near the equator. What is the equator?

But what a great change there is as one goes towards the north pole and Greenland! There it is like winter nearly all the year. Ice and snow are everywhere, and it is very cold. It is the home of the polar bear.

In that part of the world, the days and nights are not like ours. The sun does not go down for several months at a time, although for the greater part of the year the people live in darkness. The people of that cold country are Esquimos. They build houses of stone or of snow and raise large herds of reindeer. They spend much time in hunting the seal and walrus for food and clothing, and seem to be happy in their life amid the cold and darkness.

EASTERN HEMISPHERE — THE OLD WORLD

### EXERCISE IN LANGUAGE. THE SENTENCE

*To the Teacher:* — Select for the lesson on the blackboard many simplified examples of interrogative and exclamatory sentences. Thus, —

Where do we live on this great earth?
What a hot country it is!

In accordance with the suggestions given in the preceding lesson the class should proceed to the oral study of the grammatical facts herein specified. Thus (to the class) —

Read the sentence which *asks* something. Such a sentence is called a *question*. With what mark does each question end? Read the sentence which shows surprise or strong feeling. Such a sentence is called an *exclamation*. With what mark does each exclamation end?

*Written Exercises*

1. Copy the sentences from the blackboard. Write them from dictation.
2. Write complete statements as answers to the questions.
3. Copy other given sentences, placing the proper mark of punctuation after each.
4. Make a list of exclamatory words or *interjections;* as, *oh, alas, hush,* etc.

## LESSON III. VOWEL SOUNDS — *a*

*To the Teacher:* — This is the first of a series of exercises which includes practice not only in enunciation of difficult and arbitrary sounds, but also in recognition and interpretation of the symbols used in the dictionary. The words in this and similar lessons should be used also for spelling-drills.

Teach the alphabet thoroughly and review often. Classify the letters as vowels or consonants and teach the significance of the diacritical marks of the phonetic symbols as they occur. Always give the correct sound first and show how the sounds are formed, insisting on correct imitation by the pupils, individually and in concert. For authoritative information as to the proper position of the organs of articulation in forming the different sounds, the teacher should consult the "Guide to Pronunciation," in Webster's International Dictionary.

ā, *long* (māke) ä, *Italian* (ärm) ă, *short* (căt)
å (åsk) a̤, *broad* (a̤ll)

| | | | |
|---|---|---|---|
| āte | bănk | därk | dance |
| lāte | căsh | hälf | America |

| | | | |
|---|---|---|---|
| sāme | drănk | färm | a̤ll |
| shāve | cătch | fäther | wa̤r |
| plāce | stănd | bärgain | wa̤rm |
| wāges | ăn | tåsk | beca̤use |
| ăm | ănd | fåst | a̤lready |
| hănd | căr | clåss | a̤lmost |

## LESSON IV. THE OLD WORLD [1]

We are going to talk first about your former home in the Old World. Europe, Asia, and Africa are the Old World. These continents are so old that nobody knows their real age.

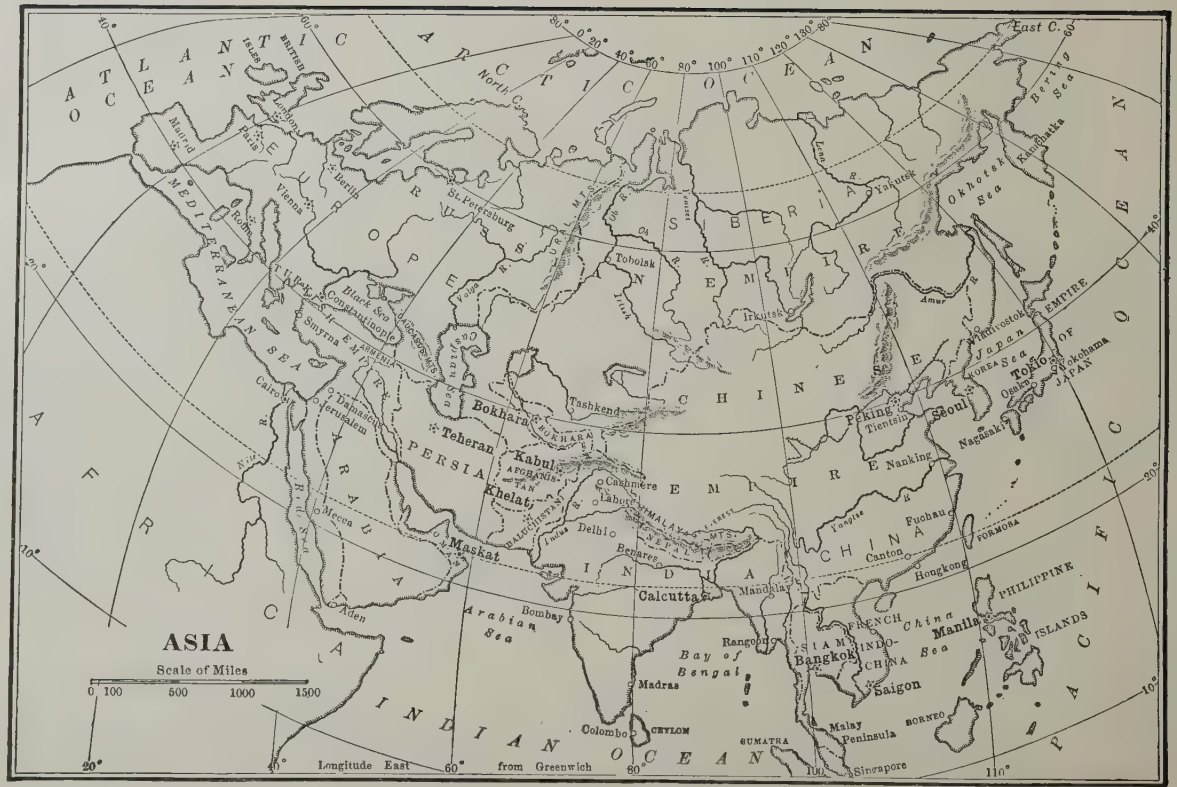
Look first at Russia. How large it is! It includes Poland, Finland, and Siberia. It must be very cold in Russia in winter. See how near it is to the Arctic Ocean. The same is true of Norway, of Sweden, and of little Denmark, too. Why do we call Norway and Sweden and other countries in the Far North the "Land of the Midnight Sun"?

Perhaps your old home was in Greece or in Austria-Hungary. There are many races of people and many different languages in Austria-Hungary. Let us see if we can find on the map Roumania, Bulgaria, Servia, Croatia, and Slavonia. Many people are coming to America from these countries all the time. More people now come from these countries than from the British Isles.

Germany, too, and Holland and Switzerland are send-

[1] Interesting facts should be presented relating to the geography, history, customs, and people of the native countries of the pupils of the class.

EUROPE
Scale of Miles
0 100 200 300 400 500
Longitude West 0° Longitude East from 10° Greenwich
ARCTIC OCEAN
ATLANTIC OCEAN
BRITISH ISLES
NORTH SEA
BALTIC SEA
MEDITERRANEAN SEA
BLACK SEA
CASPIAN SEA
ICELAND
Bergen
Christiana
Stockholm
Gothenburg
Edinburgh
Liverpool
Dublin
Copenhagen
Hamburg
The Hague
Amsterdam
Brussels
London
Berlin
Warsaw
Leipzig
Dresden
Breslau
Kiel
Paris
Bayonne
Bordeaux
Loire
Rhine
Munich
Vienna
Budapest
Odessa
Dniester
Bern
Trieste
Venice
Genoa
Belgrade
Bucharest
Oporto
Lisbon
Madrid
Marseilles
Barcelona
Rome
Naples
Cetinje
Sofia
Constantinople
Salonika
Athens
Gulf of Bothnia
Finland
St. Petersburg
Moscow
Nizhni Novgorod
Volga R.
Astrakhan
Caucasus Mts.
Ural Mountains
Dvina R.
Pyrenees Mts.
Alps
Corsica
Sardinia
Sicily
Crete
Croatia Slavonia
Servia
Montenegro
Bulgaria
Roumania
Turkey
Greece
Austria
Hungary
Germany
Poland
Russia
Asia
Africa
Spain
Portugal
France
Denmark
Sweden
Norway


ASIA
Scale of Miles
0 100 500 1000 1500
Longitude East from Greenwich
ATLANTIC OCEAN
ARCTIC OCEAN
INDIAN OCEAN
PACIFIC OCEAN
EUROPE
SIBERIA
CHINESE EMPIRE
PERSIA
ARABIA
INDIA
JAPAN
Tokio
Yokohama
Osaka
Nagasaki
Peking
Tientsin
Seoul
Nanking
Fuchau
Canton
Hongkong
FORMOSA
PHILIPPINE ISLANDS
Manila
Bangkok
Saigon
SIAM
FRENCH China
Bay of Bengal
Arabian Sea
Calcutta
Bombay
Madras
Colombo
CEYLON
Rangoon
Mandalay
Delhi
Benares
Lahore
Cashmere
Kabul
Khelat
Bokhara
Tashkend
Teheran
Maskat
Aden
Mecca
Jerusalem
Damascus
Cairo
Constantinople
Black Sea
Smyrna
Athens
Vienna
Berlin
Paris
Madrid
Rome
St. Petersburg
Moscow
Toholsk
Irkutsk
Yakutsk
Okhotsk Sea
Kamchatka
Behring Sea
East C.
Japan Sea
KOREA
Malay Peninsula
BORNEO
SUMATRA
Singapore

ing us many people. We must not forget sunny Italy and its little neighbor Sicily. Italy is the land of blue skies and famous old cities. Be sure to find Genoa on the map, for later we shall hear of it again.

South of Siberia, in Asia, we notice the great Chinese Empire. China, of course, is of great interest to everybody. The people and their manners seem very strange to us. No doubt, our ways seem just as strange to the Chinese.

Near at hand is Japan, the "Sunrise Kingdom," and Korea. They say that earthquakes are so common there that the people think little about them.

Let us look also at India, Persia, Turkey, Armenia, and Arabia. Do you know any of these countries very well?

### EXERCISE IN LANGUAGE. THE VERB; PRESENT TENSE

*To the Teacher :* — For the blackboard lesson select many simple sentences from the preceding lessons, which illustrate the use of the verb in the present tense. The idea of present time may be developed by using the words *now* or *to-day* in each sentence. Thus, —

The earth *moves* now.

To the class: — Look at the first sentence. What does the earth do? What word tells what the earth does? A word that states or describes an action is a *verb*. Find the verb in each sentence. The verb is the principal word in a sentence; each sentence must have one.

What *time* does the verb express in the sentence? A verb that states an action as happening *now* is said to be in the *present tense*. Tense is the form of a verb that shows the time of an action.

*Written Exercises*

1. Copy the sentences from the blackboard and then write them from dictation.
2. From a given list of verbs form sentences showing the use of the verb in the present tense.

## LESSON V. THE UNITED STATES [1]

Our country is the United States of America. It is our home. It occupies the whole central part of North America, reaching from the Atlantic to the Pacific Ocean. It has Canada on the north and Mexico on the south for neighbors.

If we look at the map [2] we see that the Rocky Mountains form a great highland in the west. We also see that the Appalachian Mountains form another highland near the eastern coast. Between these highlands lies the broad low valley of the Mississippi River. This valley is the greatest farming region in the whole United States. The level land, the rich soil and the climate seem made for cattle and for crops.

There are now forty-eight States in all. Our country is so large that when we wish to talk about it we divide the States into groups. The smallest group is the New England States, famous for their manufactures. The Middle Atlantic States come next on the map and then the Southern States, the "Land of Cotton."

The Central States are in the great farming country. Several of them lie near the Great Lakes. These great lakes are like inland seas. Their waters are always covered with boats and steamships carrying every kind of produce.

The great West is made up almost entirely of high mountains and broad valleys. It is such a glorious part

[1] Discuss the chief geographical features of North America. Enlarge upon the subject of the United States, naming and grouping the States and giving interesting facts as to population, occupations, products, etc.

[2] See the frontispiece.

of our country! It is a land of giant forests, silver and copper mines, cattle ranches and fruit orchards.

The United States is a rich and wonderful country, is it not? It has room enough for everybody and opportunity, too, as we shall learn later.

### EXERCISE IN LANGUAGE. THE PRESENT PARTICIPLE

*To the Teacher :* — Select and arrange in couplets simple sentences that show (1) a verb in the present tense and (2) the present participle form of the same tense. Thus, —

The earth *moves.*
The earth *is moving.*

To the class: — Name the verb in the first sentence. What tense does it express? What word in the second sentence tells of the action of the earth? What tense does this word express? A verb, then, may have two forms for expressing the same thought. The verb-form *moving* is called the *present participle.* The present participle ends in *ing.* It is often used with the verbs *is, am, are, was, were.*

*Written Exercise*

Copy the sentences from the blackboard, study the spelling of the new words, and then write the sentences from dictation.

## LESSON VI. REVIEW OF VERBS

*To the Teacher:* — Let the class form the present participle of the following verbs and use them in sentences, noting that many verbs drop *e* when *ing* is added. In this and subsequent review lessons an oral spelling-drill should precede the written work.

| | | | |
|---|---|---|---|
| sing | call | give | look |
| seem | have | live | lie |
| move | spend | think | find |
| watch | suppose | come | hunt |

Let the class change the following participle forms to present-tense forms and use them in sentences. Call attention, without giving any rule, to the use of the *s*-form of the verb with a subject in the third person, singular number. Thus, —

He *hears* the children.

| | | |
|---|---|---|
| am hearing | are learning | was forgetting |
| am moving | are seeing | was reaching |
| is going | are sending | were making |
| is talking | are stopping | were carrying |

### EXERCISE IN PENMANSHIP

*To the Teacher:* — The first lesson in penmanship should include instruction as to the correct position of the body in writing, and correct penholding. Each letter of the copy below should be practiced singly, then in combination with other letters. Note the similarity in form of the letters in this group; in the practice, observe the height and comparative spacing of each.

| | | | | | |
|---|---|---|---|---|---|
| *a* | *c* | *d* | *g* | *o* | *q* |
| *ad* | *co* | *lad* | *gl* | *od* | *qu* |
| *do* | *cog* | *dog* | *glad* | *cod* | *quad* |

## LESSON VII. THE DISCOVERY OF AMERICA
### 1492 [1]

Hundreds of years ago, men believed that the earth was flat. It certainly seemed flat to them as it does to us. For this reason, sailors never dared to go very far from land. They were afraid of coming to the edge of the world and falling off.

At that time, men were in the habit of going to India

[1] Trace the voyages of Columbus on a map.

for spices, silks, and jewels. India is a country far to the east, in Asia. Look on the map and see just where India is. It was a long and dangerous journey eastward from Europe. But travelers told wonderful stories of its riches. How the people of Europe wished there was a short and safe passage to India!

*Painting by Brozik*

COLUMBUS AT THE COURT OF QUEEN ISABELLA

Christopher Columbus was one of the few men who at that time believed that the earth was round. He was a poor Italian sailor born in Genoa, Italy. He had a fixed idea that he could reach India by sailing *westward* across the Atlantic Ocean. You see, he thought the world much smaller than it really is. He did not know that a continent and two oceans lay between him and India.

But where could he get the money for such a voyage? For seven long years he sought help. Everybody laughed at him. Some asked him, "Do you expect to find people walking on their heads on the other side of a *round* world?"

At last, however, Queen Isabella of Spain came to his aid. She gave the money to fit out three small vessels for the voyage. But even then Columbus had great trouble to get men to go with him. They all wanted the gold of India, but they feared the unknown waters of the "Sea of Darkness," as they called the Atlantic Ocean.

### EXERCISE IN LANGUAGE. THE PAST TENSE: REGULAR VERBS

*To the Teacher:* — Form many sentences in which regular verbs in the past tense are used. The idea of the past tense may be developed by using the words *yesterday* or *last week*, etc., in the sentences. Thus (to the class) —

He *sailed* for America *last week*.

Read the sentence. What time is expressed, present or past? A verb that states an action as happening in past time is in the *past tense*. How does the verb show the idea of past time? *Regular verbs* form the past tense by adding *ed*.

*Written Exercise*

Copy the lesson from the blackboard, study especially the spelling of the verb-forms and then write the sentences from dictation.

## LESSON VIII. THE DISCOVERY OF AMERICA (*continued*)

Finally, at sunrise on August 3, 1492, the little fleet of Columbus sailed out of the port of Palos, in Spain,

in search of a new way to India. Straight into the west they sailed, following always the setting sun.

It was a hard voyage! As the weary days passed, the sailors grew homesick and frightened. Columbus found it more and more difficult to manage them. But he was patient with them. His courage never failed him. Day

*Painting by Gabrini*

THE LANDING OF COLUMBUS

after day he watched from the Santa Maria, his flagship, for the first signs of the promised land.

Just as things were at their worst, signs of land began to appear. The air grew soft and balmy. Twigs and berries floated by in the water. And at last one night, Columbus himself made the joyful discovery that land was near; for far in the distance he saw a moving light. He watched all night and in the early dawn saw lying before him the sandy shore of a beautiful island.

Such joy as there was among those tired sailors! Dressing themselves in gorgeous robes and carrying the banner of Spain they left the ship and set foot upon the new land, claiming it at once for their King and Queen.

It was like a fairy-land. On all sides were strange trees, beautiful flowers and bright-colored birds. Strangest of all were the red-skinned people who lived on the island. They hid among the trees, frightened like children at this sudden coming of the white men.

Of course, Columbus thought that the island was near the shore of India, but it was really near our own continent.

He returned to Spain in triumph and honors were heaped upon him. But the rest of his story is not so happy. Although he made other voyages to America he never found the rich cities in the new land, or a way to India. Because of this, men lost faith in him. Friendless and alone he passed his last years. But we know to-day that he did something far greater than finding a new way to India. He found a New World and showed to us the way to follow.

### EXERCISE IN LANGUAGE. THE PAST TENSE: IRREGULAR VERBS

*To the Teacher:* — Proceed as in Lesson VII, but use irregular verbs in the sentences. Thus, —

Columbus *saw* a light.

To the class: — Notice that many verbs do not form the past tense by adding *ed*. The change is made in the middle of the word. Such verbs are called *irregular verbs*. Thus, —

stand, *stood;* know, *knew;* see, *saw.*

*Written Exercise*

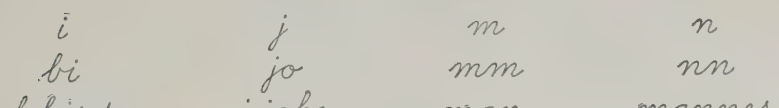
Copy the sentences from the blackboard, study the spelling of new words, noting especially the change in the spelling of the verbs, and then write the sentences from dictation.

## LESSON IX. VOWEL SOUNDS — *e*

*To the Teacher:* — Proceed as in Lesson III. Note that the long sound of a vowel is its *name-sound*. For variation in drill let the class state for each word the particular sound heard in it; thus, "I hear long *e* in *here*." An additional drill may be given by adding to certain words in the following list the endings *s, ing, ed*. The words should then be used for spelling.

| ē, *long* (sēre) | | ĕ, *short* (gĕt) | |
|---|---|---|---|
| | ee (= ē) | e̱ (= ā) | |
| hēre | str*ee*t | mĕt | th*e*y |
| mēre | sw*ee*t | bĕst | ob*e*y |
| thēse | sw*ee*p | rĕst | r*e*in |
| f*ee*t | f*ee*l | sĕlf | w*e*igh |
| s*ee*m | b*ee*f | rĕnt | w*e*ight |
| t*ee*th | thr*ee* | sĕnse | fr*e*ight |
| sh*ee*t | gr*ee*n | flĕsh | n*e*igh |
| sl*ee*p | Qu*ee*n | strĕtch | n*e*ighbor |

EXERCISE IN PENMANSHIP



## LESSON X. THE INDIANS [1]

You remember that when Columbus came to America he found a strange people living here. He called them Indians because he supposed he was on the coast of India. Nobody knows how the Indians first came to be in America. The white men found them living in separate groups, or tribes. Each tribe had its own leader or chief.

Imagine a man with skin the color of copper, small dark eyes, long black hair, high cheek-bones, and a beardless face, and you have the picture of an American Indian.

The Indian was the true child of the forest and lived most of the time out of doors. He knew the secrets of the woods. He knew all about the trees and the flowers, the birds and the insects. It is said that an Indian never cut down or injured a tree unless it was necessary.

His house, or "wigwam," was built of earth or stone or was made of the dried skins of animals. The Indian woman, or "squaw," did all the work of the "wigwam." The Indian warrior, or "brave," spent his time, when not on the warpath, in fishing, following the deer, or in building canoes.

But first of all the Indian was a warrior, and spent much of his time in fighting other tribes. Even the little boys were trained in the use of the bow and arrow and the deadly tomahawk.

Although the Indians were savages, they had many

[1] The attention of the class should be directed to any local relics of Indian origin and also to museum collections showing Indian life and customs.

ideas of civilized life. They had their own laws and customs and obeyed them. They used in trading a kind of money that was called "wampum." This was made of strings of shells. When there was a question to decide, all the braves of the tribe met together and talked the matter over. May we not say that some

INDIANS BUILDING A CANOE *Painting by Remington*

of the customs which the white men have to-day were learned from the Indians?

Like children they enjoyed bright colors. The men especially were fond of decorating themselves with gaudy paint and feathers.

The Indian was cruel to an enemy, but he never forgot a kindness. No friend could prove truer than an Indian. We have many beautiful stories which the Indians believed and told to their children. They knew nothing of God, but they prayed to their Great Spirit.

The sun, the moon, the lightning, and the stars were also worshiped by them. They believed, too, in a life after death. Heaven to them was a place in which to enjoy fishing, hunting, and much feasting. They called it the land of the Happy Hunting-Grounds.

EXERCISE IN LANGUAGE. THE PAST PARTICIPLE

*To the Teacher:* — Proceed as in Lesson V. Illustrate the use of the *past participle* as another way of expressing past time. Thus, —

The Indian *knew* all the birds.
All birds were *known* by the Indians.

Call attention to the various past-participle forms ending in *d, t,* or *n.* These forms should be drilled upon in sentences, using also the auxiliary verbs *was, were.* Thus, —

*were called; was built; were seen.*

## LESSON XI. THE PILGRIMS — 1620–1630

Columbus's work was done when he showed the way to America. It was easy enough for others to follow. Soon others did follow. During the next one hundred years, many people from Europe came to see the wonderful new country. Some came in search of gold, some for love of adventure. Still others came to claim part of the new land in the name of their native country.

Others, however, came for a far better purpose than to acquire land or riches. Three hundred years ago there were troublous times in some parts of Europe. In England the people had very few rights in matters of church and government. King James I of England compelled

all his people to attend his church and to pay taxes for it, whether they wanted to or not.

Many people did not like King James's church and some of them decided to leave England. They fled to Holland, but it was such a strange country to them that they were homesick and unhappy there. Where could they go next? There was now no place left but America

THE LANDING OF THE PILGRIMS *Painting by Carmtench*

and they made up their minds to try this unknown land. They were a brave little band of Pilgrims seeking a place to worship God in their own way.

One day about one hundred of them set sail in a small ship named Mayflower. After a long and stormy voyage, they reached the shores of America. The time was December, in the year 1620, and a season of bitter cold and drifting snow.

They made their first landing at the place we now call Plymouth on the coast of Massachusetts. No warm houses or waiting friends were ready for them. On all sides were nothing but drifting snow and dark forests.

How hard that first winter was! Their sufferings from cold and hunger were so great that half their number died. But early spring brought new hope to all and with fresh courage they set to work. They did not waste their time searching for gold. The men chopped down trees and built log cabins. They planted corn and barley on the cleared land. They made friends with the Indians. And so great was their hope that when the Mayflower returned to England in the spring not one of their number cared to go back. Liberty with all its hardships was sweeter than life in their old home.

Soon other people began to come from England to make their homes near the little settlement at Plymouth. Slowly the colony grew and prospered, for the Pilgrims brought with them the right ideas of freedom. One of the first things they did was to make, and promise to obey, certain laws that were meant for the good of all.

They chose one of their number to be their leader and they called him Governor. They believed that the people themselves should rule. So whenever they wished to settle an important question they called a general meeting and settled the matter by vote.

We may truly say that the Pilgrim Fathers laid the foundations of the government which we enjoy in the United States to-day, a government by the people and for the people.

### EXERCISE IN LANGUAGE. AUXILIARY VERBS

*To the Teacher:* — Select sentences from the preceding lessons which show the use of the auxiliary verbs *do, let, can, may, must, did, could, might.* Thus, —

Others *did* follow.

To the class: — In the verb-phrase, "*did follow,*" which word may be left out with but little change of meaning? If, however, we omit the word *follow,* we change the meaning very much. Thus you will see that *did* is used only to help express the meaning of the other verb. A verb that is used to help another verb express the meaning is called an *auxiliary verb.*

*Written Exercises*

1. Copy the lesson from the blackboard and then write it from dictation.
2. Write the same sentences changing each auxiliary verb-phrase to the simple form of the verb; thus, —

Others *followed.*

## LESSON XII. REVIEW OF VERBS

*To the Teacher:* — Let the class write in columns, in the style of the example, the five common forms of the verbs given in the following list. The pupils should then use each verb-form in a sentence. In any case of doubt the teacher should give the proper form. Thus, —

| *Root Verb* | *S-Form* | *Past Tense* | *Present Participle* | *Past Participle* |
|---|---|---|---|---|
| come | comes | came | coming | come |
| find | cut | use | meet | |
| suppose | injure | hunt | claim | |
| imagine | build | follow | enjoy | |
| remember | fish | decide | choose | |

### EXERCISE IN PENMANSHIP

*t* *u* *v* *w*

*tr* *ou* *va* *wa*

*t trap* *y you* *v vane* *w water*

## LESSON XIII. THE THIRTEEN COLONIES

America was meant to be, as it is to-day, the home of the foreigner. The Pilgrims were not the only strangers from Europe who came to make settlements in the New World. For about the time the little settlement at Plymouth was made, France, England, and Spain were each sending colonists to America. Each of these countries wanted to claim a share in the new land.

Some of these colonies prospered and others failed. They failed because the settlers came with more thought of gaining wealth than of making homes, and because their great desire was to obtain riches without working.

Among the colonies which prospered was that of New York, settled by the Dutch. The people in Holland have always been great traders. At that time, many of them still believed that there must be a short way to India; so they made up their minds to find it. They chose Henry Hudson, the "bold Englishman," as they called him, and sent him in search of a northwest passage to the eastern lands. But, like Columbus, he failed to find the short water route to India. He did discover a river, the noble Hudson which bears his name to the present day.

This river became at once a favorite waterway for the Dutch fur traders. They bought from the Indians a small island called Manhattan at the mouth of the river, and built a fort there. The little settlement of log houses that soon sprang up was the beginning of the greatest city in America, the city of New York.

Besides New York, other colonies were settled, until

at last there were thirteen of these first or original colonies lying along the Atlantic Coast. What a small beginning for such a country as the United States of to-day!

As these colonies were not all near together, it became the habit to speak of them in separate groups. The New England group were Massachusetts, New Hampshire, Rhode Island, and Connecticut. These were all settled by the English.

The Middle group of colonies were New York and New Jersey, both settled by the Dutch, and Pennsylvania and Delaware. You may like to know that Delaware was settled by people from Sweden and Finland. Pennsylvania, named for the beloved William Penn, was settled by English Quakers, or Friends. The Quakers were a people who came to America seeking peace and freedom to worship God.

The remaining five colonies made up the Southern group. Maryland, like several other colonies, was settled by English people who sought a place in which to serve God in peace. Virginia was the first and oldest of all the thirteen colonies. North Carolina, South Carolina, and Georgia were other Southern colonies. Georgia was the last of all to be settled. The land was given by England as a place of refuge for her poor and unfortunate people, a place in which they might begin life anew.

### EXERCISE IN LANGUAGE. THE COMMON NOUN

*To the Teacher:* — Use simplified sentences to illustrate the use of the common noun. Limit the examples used chiefly to nouns in the singular form. Thus, —

A *fort* was built.

To the class: — What word is used in the above sentence as the name of something? A word which is used to name something is called a *noun*. The word *noun* means *name*. A name which may be given to a class of persons, places, or things is a *common noun*.

*Written Exercises*

1. Copy the sentences. Underline the nouns, and write them from dictation.
2. Write sentences in which are used as nouns the names of objects in the room.

## LESSON XIV. LIFE IN THE COLONIES

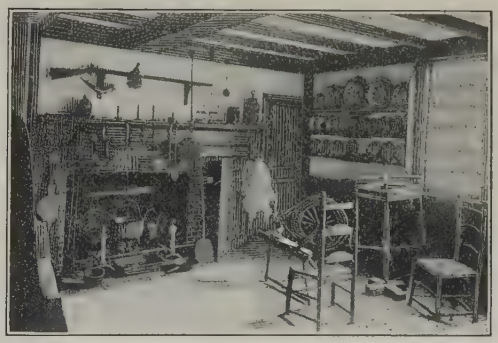
In those early colonial days, there were less people in the thirteen colonies together than there are to-day in the city of New York. For the colonists were scattered in little groups living along the seashore and near the large rivers. Although a few settlements stretched back into the forests, the great West was as yet an unknown country and one full of danger and of mystery to the colonists.

The early colonial home was usually a rough cabin built of logs chopped down in the forest. It was not until later that houses were built of wood or stone. Most of the furniture was home-made and their clothes also, for every kitchen boasted its spinning-wheel and loom. The kitchen was the most important room in the house and all the cooking was done at the open fireplace or in little tin "bake-ovens" set up before the fire.

Many of the colonists worked at farming and others who lived near the coast were fishermen or shipbuilders. And they were so thrifty and industrious that soon a

brisk trade was going on between the different colonies and between the colonies and England. For the colonists were wise enough to know that their true wealth lay hidden in the soil and waters. And so, in exchange for the furs, rice, tobacco, cotton, and fish which the colonists sent across the ocean, they received tea, fine cloth, and manufactured goods.

They were not only hard-working people, but, as we know, they were very religious, and they thought church-going a very important matter. At noon on Saturday of each week all work was laid aside and the Sabbath then began. On Sunday even the tiny children were obliged to attend church, and all thought nothing of sitting in a cold church and listening to a sermon sometimes three hours long.



A NEW ENGLAND KITCHEN IN COLONIAL DAYS

In other ways also the colonists were a stern and serious people. Their laws were very strict and even severe. Many of their punishments for wrongdoing seem funny to us to-day. The "stocks" and whipping-post were often used; and woe to the woman who scolded too much! She was very apt to receive the ducking-stool for her punishment.

Life, however, was not all work and no play. The

Dutch colonists especially were very fond of fun and merry-making. Many of our social customs which we now enjoy, such as the husking-party, came down to us from those early days. We celebrate, too, each year "Thanksgiving Day," in memory of that first day which the colonists set aside for giving thanks to God for an abundant harvest.

Of course there was very little visiting among the different colonies. The only means of traveling were by boat, horseback, or on foot, and a letter delivered within a week was thought to be very quick mail service. As late as the year 1766, so it is said, a stage-coach ran twice a week from New York to Philadelphia, making the trip in two days. But to the colonists this certainly seemed rapid transit and they called the coach the "flying-machine."

### EXERCISE IN LANGUAGE. THE NOUN; NUMBER

*To the Teacher:* — Select from the preceding lessons a list of common nouns and show the method of forming the regular plural by adding *s* to the singular. Note the exception that nouns ending in *s*, *x*, *z*, *sh*, *ch* (soft) form the plural by adding *es* to the singular. These lists should be used for spelling-drills. Let the class make sentences containing these words, in both singular and plural forms. Incidentally, note the agreement of noun and verb. The sentences may then be used for the written exercise. Thus, —

A *house* was built of logs.
*Houses* were built of logs.

To the class: — The noun in the first sentence means how many? In the second sentence? Nouns, then, may change their form in order to show *how many* or the *number* of things spoken of. The form of a noun or pronoun which shows that only one person or thing is spoken of is the *singular*

form. The form of a noun or pronoun which shows that more than one person or thing is spoken of is the *plural* form. Nearly all nouns are made plural by adding *s* or *es* to the singular.

## LESSON XV. VOWEL SOUNDS — *i* [1]

ī, *long* (nīne) ȳ (= ī) ĭ, *short* (sĭt) y̆ (= ĭ) ĭ (= ē)

| | | | |
|---|---|---|---|
| īce | ĭs | flȳ | ladў |
| nīce | fĭst | eȳe | copў |
| līfe | brĭsk | skȳ | prettў |
| tīme | quĭt | stȳle | carrў |
| mīne | drĭnk | tȳpe | sorrў |
| twīce | wĭdth | denȳ | machĭne |
| prīce | thĭng | citў | valĭse |
| chīld | untĭl | pitў | polĭce |

## LESSON XVI. THE WAR OF INDEPENDENCE — 1775-1781 [2]

Before the last colony, Georgia, was settled, trouble arose between the colonies of different nations. Far away across the ocean a war broke out between England and France, and, as was natural, the colonies in America took up the quarrel. For about seventy-five years the fighting went on between the English and the French colonists. To make matters worse, the Indians

[1] Following the drill in pronunciation the words should be used for a drill in oral and written spelling.

[2] Opportunity is here given for many supplementary lessons in collateral reading. Discuss in detail the great campaigns, the decisive battles, and the famous heroes of this war. The Thwaites-Kendall *History of the United States for Grammar Schools* will be found interesting and reliable.

took part in the struggle, and the story of those years is one of cruelty and bloodshed. At last England won, and by her victory over France became the ruler of the larger part of America. This time of trouble taught the English colonists the value of union in resistance to a common enemy. It was well for the colonists that they did learn these things, for a great struggle for control in America was about to come.

Just as soon as the trouble with France was over, England began to put great burdens upon the colonies. She laid heavy taxes upon them, for she decided that the colonists must help to pay her war debts. But the colonists did not agree with England on this matter. They thought this taxation was unjust and they were quick to tell England so, and to show their resentment.

England, however, kept on taxing the colonists, and as a last wrong, passed the famous law known as the Stamp Act. This Act said that the colonists must buy and use English stamps on every kind of business paper. So that the man who bought even a newspaper, must pay not only for his paper, but for the stamp as well.

This was too much! A storm of anger swept through the colonies from north to south, and almost every man refused to buy the stamps. It was not the cost of the stamps that they cared about. It was the fact that England taxed them without letting them have anything to say about the matter. "No taxation without representation!" was the cry everywhere.

England saw her mistake and called back the Stamp Act. Too late! Peace between England and her colonies was ended. Virginia, although the oldest of the

colonies, was the first to rebel. Massachusetts joined hands with Virginia in open resistance to England. We can almost hear the colonists, speaking as one, in the stirring words of Patrick Henry before the Virginia meeting in 1775. Hear what he says: —

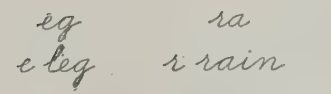
"Gentlemen may cry, 'Peace! Peace!' but there is no peace. The war is actually begun. The next gale that sweeps from the north will bring to our ears the clash of resounding arms. Our brethren are already in the field. What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but, as for me, give me liberty, or give me death!"

### EXERCISE IN LANGUAGE. THE NOUN; NUMBER

*To the Teacher:* — Select from the review lessons any nouns which form the plural irregularly. Supplement such lists with the following exceptions. Show in each example how the plural is formed and drill upon the words for spelling. Note the exception of nouns which have the same form for both singular and plural. In the written exercise proceed as in Lesson XII.

| | | | |
|---|---|---|---|
| country | life | child | deer |
| city | self | foot | sheep |
| body | knife | tooth | ashes |
| story | negro | man | wages |
| half | cargo | woman | scissors |

### EXERCISE IN PENMANSHIP



## LESSON XVII. THE WAR OF INDEPENDENCE (*continued*)

The Revolutionary War was a struggle for liberty. The Americans went into it heart and soul. Their minds were now made up to stop at nothing short of independence from England. They at once called a meeting and voted to raise an army of twenty thousand men and to put George Washington in command of the army.

They did more, for the desire for freedom was now so great that they took matters into their own hands. A number of men met in Philadelphia and prepared a famous paper in which they declared the colonies really free and independent of England. This paper was the Declaration of Independence. It was written by Thomas Jefferson and signed by the leading men of the colonies. We may truly say that this paper was the very beginning of the United States as a nation. The Declaration was signed and adopted on July 4, 1776, in Independence Hall, Philadelphia. The joyful news swept through the colonies. Freedom was only declared, it was true, but win it they must and should.

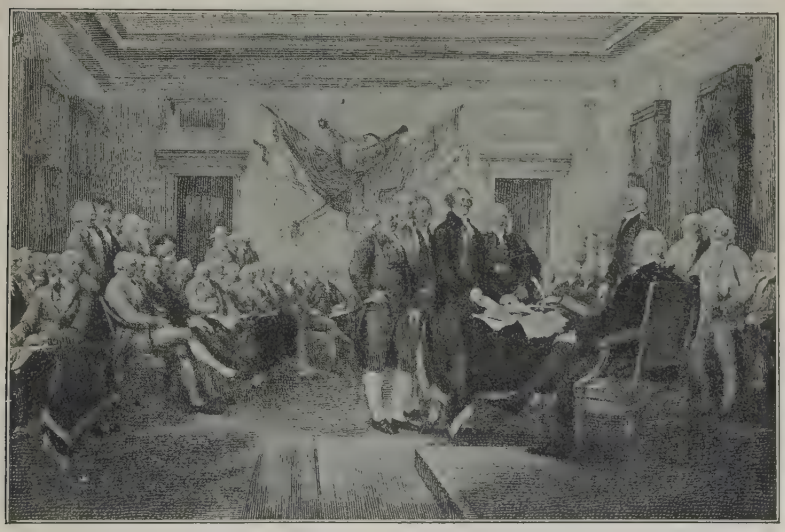
Just read this Declaration[1] for yourselves and study the wrongs which the colonists set forth in it, one by one. Were they not justified in their rebellion and were they not right when they declared, "that these United colonies are, and of right ought to be, free and independent States"?

The war for independence raged on. The fighting

[1] It is printed in the Thwaites-Kendall *History of the United States for Grammar Schools.*

lasted eight years in all, on both land and sea. The full story of our American Revolution cannot be told here. You may read, in any history, of the battles, the victories, and the names and deeds of the heroes who helped to make the United States a nation.

Many of these names will live forever. The men were not all Americans. We owe much not only to our own



THE DECLARATION OF INDEPENDENCE *Painting by Trumbull*

people, but to those from foreign lands who helped us win our independence.

We give lasting gratitude to Lafayette, the beloved friend and companion of Washington; to Rochambeau, to Von Steuben, and to DeKalb. There were others, too, who labored and fought for our cause. We honor the memory of the Polish patriot Kosciuszko, the "hero of two worlds," as his countrymen love to

call him. And Pulaski, too, who gave his life for our cause.

It is fitting, therefore, that in America beautiful monuments should be put up in honor of those great men. We do it to show that America is grateful and holds in sweet memory those who came to her help in the hour of need.

### EXERCISE IN LANGUAGE. THE PROPER NOUN

*To the Teacher:* — Select sentences from all the review lessons, showing the use of the proper noun. Limit the use to names of persons and places. Thus, —

*George Washington* led the army.
We fought against *England.*

To the class: — What is the *name* used in the first sentence? What country is named in the second sentence? A special name, indicating only one person or place, is called a *proper noun.*

With what kind of a letter does each proper noun begin?

*Written Exercises*

1. Copy the sentences from the blackboard, study the new words for the spelling, noting the use of the capital for proper nouns. Write the sentences from dictation.
2. Copy the names of the pupils in the class. Practice writing your own name.
3. Make a list of the countries of the Old World; of the early colonies in America.

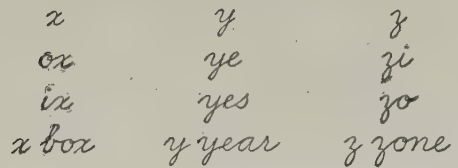
## LESSON XVIII. USE OF THE ARTICLES

*To the Teacher:* — The following lists furnish opportunity for practice in correct use of the articles. Lead the pupils to discriminate between the use of the definite article *the* with both singular and plural nouns, and the use of the indefinite articles *a* and *an* with singular nouns. Emphasize the use of *an* before words beginning with a vowel or silent *h*. Note the excep-

tion in words beginning with the sound of *y*. After a drill in spelling use the phrases in sentences as a written lesson.

| | | | |
|---|---|---|---|
| earth | tribes | day | ocean |
| world | shores | head | army |
| people | riches | hand | American |
| air | United States | year | Englishman |
| Atlantic | children | man | island |
| Dutch | Monday | union | eye |
| Declaration | England | hour | enemy |
| Pilgrims | July | Indian | Arabian |

EXERCISE IN PENMANSHIP




## LESSON XIX. THE CONSTITUTION OF THE UNITED STATES [1]

We know that during the War of Independence all the States stood faithfully together in their resistance to the injustice of England. Just as soon as freedom was theirs, however, and there was no longer anything to fear from outside, they began to fall apart. Each State began to think of itself first and to look upon its neigh-

[1] The Constitution of the United States should be studied for a general interpretation. It is printed in the Appendix of this book. The significance of the important features, such as the Preamble, Articles, Sections, Clauses, Ratification, and Amendments should be explained, so that any reference to any part may be intelligently followed.

bor States with ill-will and suspicion. Business affairs were in a bad way and the Government had great need of ready money. Under the laws of that time, Congress had no real power either to raise money or to control the States.

Things were going from bad to worse, until wise men began to see that something must be done. They saw that the States must be brought together again into a strong union and under one central government.

So a meeting or convention was called at Philadelphia. As almost every State was anxious to have something done towards forming a closer union and better government, each gladly sent its leading men to this convention. George Washington was the chief officer of the convention. Secret sessions were held for almost four months.

As a result of that convention a great paper, which we call the Constitution of the United States, was drawn up and made ready for adoption by the different States.

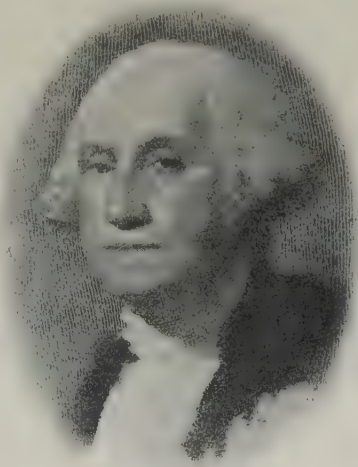
This Constitution is like a contract which the people made with one another. It is the very foundation of our nation to-day. It is the highest legal power in the land and its law is supreme. Think how wise those men were, to be able thus to bring all those quarreling States into one solid union and under one law! For the protection of the liberty and rights of a free people is promised in the very opening words, or Preamble, of the Constitution which declares: —

"We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense,

promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this CONSTITUTION for the United States of America."

Is it any wonder that every loyal American holds the Constitution in the greatest honor and respect?

The Constitution also stated that the new Government was to consist of a Congress made up of men chosen from each State. This Congress was to make the laws for the people and a President was to have the power to enforce the laws. A Supreme Court also was to be formed and its judges were to settle all disputes about the law. Many other things also were provided for in the Constitution, of which we shall learn more from time to time.



*Portrait by Stuart*
GEORGE WASHINGTON

After some delay the Constitution was adopted by all the States and plans at once made for forming the new Government.

There was no doubt as to who was to be the first President. George Washington was the choice of all, for, as always, he was, "First in war, first in peace, and first in the hearts of his countrymen." The new Congress was called together, the judges of the Court were chosen

by the President, and the United States, at last, took its place among the nations of the world.

### EXERCISE IN LANGUAGE. THE PROPER NOUN

*To the Teacher:* — Proceed as in Lesson XVII, selecting examples of the use of proper nouns in naming sects or bodies, important documents, etc. Thus, —

A new *Congress* was formed.

## LESSON XX. THE CIVIL WAR — 1861–1865 [1]

From the time that the Union was made, the United States grew and prospered. New States were being formed all the time, and the fame of our free country was bringing millions of people from across the seas to our shores.

At the same time, the American people were growing more and more uneasy about one great question. This was the matter of negro slavery. For the number of slaves was growing very large. In the South, millions of these human beings were living in hopeless slavery.

To many Americans, mostly those of the Northern States, slavery did not seem right, for the Declaration of Independence stated, "We hold these truths to be self-evident — that all men are created equal; that they are endowed by their Creator with certain . . . rights; . . . life, liberty, and the pursuit of happiness."

So it seemed wrong to many people to use these words and yet allow slavery to go on. The South, however,

[1] It is suggested that the note preliminary to Lesson XVI be made applicable to the following lesson.

believed in their right to keep slaves and declared that it was a matter which each State had a right to settle for itself. This question of slavery, therefore, grew into an open quarrel between the North and the South. To show that they were in earnest a number of the Southern States withdrew or seceded from the Union.

They set up a Government of their own and called themselves the Confederate States of America. This secession was the beginning of a long and terrible struggle, the War of Secession. This war was all the more terrible because it was a Civil War, neighbor against neighbor.

Just at that time Abraham Lincoln was chosen President of the United States, the one man in all the land who knew and could speak the real feeling of the people. From the first, as President, he refused, but without bitterness, to allow the Southern States to call themselves a separate Government. He declared that no State *could* leave the Union, and he declared further that he would do all in his power to protect and defend the Union, and at the same time to avert war between the two sections of the country.

Lincoln's efforts were of no use, for the South wanted to fight and struck the first blow by opening fire upon Fort Sumter in South Carolina. At this insult, the North rose to a man in defense of the Union. An awful conflict of four years followed, with victory, first for one side, and then for the other.

During the midst of the war President Lincoln sent out a notice of the greatest importance. It was the Emancipation Proclamation, and it declared that all the slaves of the seceding States were free.

Then the ill-feeling in the South grew more bitter, and the struggle of blood and hate went on, until at last, mercifully, the surrender of the Southern army brought the war to a close.

Peace was declared, the Confederacy broken up, and slavery done away with forever throughout the Union.

Once again the United States was "one nation, indivisible, with liberty and justice for all."

### EXERCISE IN LANGUAGE. THE DERIVATIVE PROPER NOUN

*To the Teacher:* — Choose from the review lessons a list of proper nouns used as names of countries or places, and teach the corresponding derivative noun. Use each form in a sentence, noting capitalization, and distinguishing the difference in meaning. Thus, —

The *South* wanted slavery.
The *Southerners* wanted slavery.

## LESSON XXI. LINCOLN'S ADDRESS AT GETTYSBURG [1]

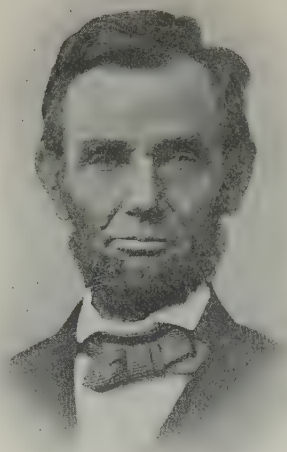
Americans hold the name of no fellow countryman in greater honor than that of Abraham Lincoln. We know from the story of his early life that he was born in America of poor parents, a little over one hundred years ago. When you remember that his boyhood and youth were days of the hardest toil, that he had in all less than a year's schooling and no chances for advance-

[1] The teacher should read the entire lesson first to the class, and then allow individual pupils to read short sections for expressive imitation. Only such interpretation should be given as necessary for a general comprehension of the thought embodied. A final oral reading, without interruption for discussion, and given by individual pupils and teacher, in alternate selections, should finish the lesson.

ment, may you not, with profit, compare your chance of becoming a notable citizen with his?

By constant integrity and good sense, Lincoln reached the success in life which any one may reach who is faithful enough to develop within himself the same qualities. Hardships were nothing to him and he seized every opportunity before him.

Kind to every creature, perfectly honest and truthful, and just to all, is it any wonder that, when the crisis came in the country's history, all hearts turned to Lincoln? Beloved by the people, he was chosen for their leader; and he proved that their trust was well placed, by leading the nation safely through the conflict.



*Copyright, 1891, by M. P. Rice*

ABRAHAM LINCOLN

Perhaps nothing will show more clearly the spirit of his noble service to his country than the words which he spoke in honor of those who died at the battle of Gettysburg.

The most terrible battle during the Civil War was fought at Gettysburg, Pennsylvania. For three days it raged with such fearful loss of life that it took one whole day after the battle to bury the dead. So deep

was the sorrow of the people for this sacrifice that four months later a part of the battlefield was set aside for a National Cemetery.

On the day of dedication Lincoln made a speech, so short, so simple, and yet so full of tender feeling that his words, like his name, will never be forgotten. Here it is: —

"Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

"Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

"But, in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow, this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us, the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced.

"It is rather for us to be here dedicated to the great task remaining before us, that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we

here highly resolve that these dead shall not have died in vain; — that this nation, under God, shall have a new birth of freedom; — and that government of the people, by the people, for the people, shall not perish from the earth."

## LESSON XXII. THE NEW UNION[1]

A great conflict like the Civil War leaves great evils behind it, but it also teaches its lesson. After the Civil

THE UNITED STATES AND ITS POSSESSIONS
(Shown by shading and names in heavy type)

War was over, the people knew that prosperity and liberty could be had only through union. So they were drawn together again into peaceful union and a better understanding.

[1] Review the States of the Union by naming and locating each on the map. (See the frontispiece.) Each foreign possession of the United States should also be treated in detail, giving location, life, and customs, and brief history of its acquisition.

Little by little as the years went by, the country came back to its old ways. So that now, as we look back over our country's history, the story of its growth and progress seems more wonderful than a fairy tale.

The South, after the days of slavery were ended, rose from its idleness. To-day it can boast of a most wonderful advance both in industry and in education. Nowhere does loyalty to the Union find truer expression than in the South.

The story of America, however, is largely the story of westward movement. "West, ever West," was the cry of those early years. Men pushed their way across plains and mountains until they really found the western route to the Far East of which Columbus dreamed.

To-day great railroads cross our country from the Atlantic to the Pacific. The invention of the telegraph and telephone allow us to send messages with the speed of lightning.

On the ocean, great steamships carry us from country to country. More wonderful yet is the fact that we may send messages under the waters of the ocean. For mighty wire cables lying on the bed of the ocean extend around the world and carry news of important events between the Old World and the New.

We may truly say that we are living in the age of invention. Having overcome the obstacles to settlement and trade found on land and sea, men are learning even the secrets of the air. In flying-machines they sail through the clouds; and they send messages through the clear air without the aid of a wire.

The development of our country keeps pace with this

progress in science. On the first flag of the United States, there were only thirteen stars — one for each State; today there are forty-eight. We now have foreign possessions also, — Alaska, the Philippine Islands, Porto Rico, and the Hawaiian Islands.

As Americans we are glad of such growth. We feel also that our dearest treasure is our freedom. It is the great and lasting glory of America, the gift of those fearless men and women of the thirteen original States.

### EXERCISE IN LANGUAGE. THE PROPER NOUN

*To the Teacher:* — Select from the review lessons examples of proper nouns used as titles of honor and respect. Also give examples of the use of the capital as applied to names of the Deity. Use each example in a sentence for the written exercise. Thus, —

He was chosen *President.*
They came to worship *God.*

## LESSON XXIII. REVIEW OF PROPER NOUNS

*To the Teacher:* — Let the pupils state the reason for the use of the capital in each of the following examples. The words should be used in sentences, oral and written. Whenever words are introduced in review exercises which are not found in the same form in the text of reading-lessons, it is assumed that they have been taught in the supplementary drills in accordance with the directions given under the various lessons.

| | | | |
|---|---|---|---|
| Indians | Congress | Dutch | Mississippi |
| Italy | China | Hudson | Canada |
| Plymouth | Chinese | William Penn | Atlantic |
| Governor | Denmark | North | Alaska |
| Declaration | Dane | Union | Old World |
| Thomas Jefferson | Croatian | Confederacy | American |
| Proclamation | Pole | Great Lakes | God |

The following letters offer difficult combinations. Care should be taken to join the letters correctly. Pupils should refer frequently to the copy in order to correct individual faults in writing.

| | | | | | |
|---|---|---|---|---|---|
| *b* | *f* | *h* | *k* | *l* | *p* |
| *bb* | *fr* | *gh* | *ke* | *li* | *pp* |
| *bubble* | *fo* | *he* | *ka* | *ll* | *pepper* |

## LESSON XXIV. THE COMMUNITY [1]

Long, long ago, there were no towns and cities such as we now have in America. The people dwelt in little groups, or communities.

We know the early history of some of these communities and the reasons why they were chosen for settlement. We know how some were chosen as homes, by people who were driven from their native land by injustice and cruelty. Still other communities were settled by pioneers who roamed about seeking the best places in which to make their homes. Some of these early settlers were far-seeing enough to know the value of rich soil, and of the hidden riches of the earth. Others were wise enough to settle near the large lakes or at the mouths of rivers.

Usually the early community was nothing but a group of log houses. These were built around a central

[1] Opportunity is here given for many supplementary lessons on the geography, early settlement, and history of the local community. In connection with this correlative work, refer to historic landmarks, monuments, and museum collections in the locality. Introduce also applicable local traditions, biographical sketches, and historic facts of particular interest.

rude fort or blockhouse, to which the people fled in time of danger from the Indians. A meeting-house usually was built next, then the school-house and the store and the inn. As more settlers came, more houses and shops were built, and roads and streets were laid out. In time the community grew to be a village, then a town, and at last a busy city, the home of many people living and working together.

*Copyright, A. S. Burbank*

A COLONIST'S LOG HOUSE

Man has always wanted to live with others rather than live alone. He has a natural desire for company. He also knows that only by union with others can he obtain all that he needs and all that he desires. Every one of us enjoys daily not only the fruit of his own labor, but shares the benefits of the labor of others. Let us consider some of the benefits which each of us, as a member of the community, receives from others. Let us remember that as we receive, so must we give in return. Then

let us consider, also, the duties and obligations which each and every one of us owes to the community.

### EXERCISE IN LANGUAGE. THE PERSONAL PRONOUN

*To the Teacher:* — Use in sentences as subjects of verbs only, the personal pronouns, *I*, *we*, *you*, *he*, *she*, *it*, *they*, classifying and defining each according to person. Teach the three persons. Thus, —

*I* live in this community.
*You* live here, too.
*He* lives in this city.

To the class: — Who is speaking in the first sentence? What word is used instead of the name of the speaker? A word that is used in place of a noun is called a *pronoun*. Find the pronoun in each of the other sentences. Which pronoun shows the person spoken *to?* spoken *of?* A pronoun that shows by its form whether the person *speaking* is meant, the person spoken *to*, or the thing or person spoken *of*, is called a *personal pronoun*.

*Written Exercise*

Copy the sentences from the blackboard and then write them from dictation.

## LESSON XXV. GOVERNMENT AND LAW

The Constitution of the United States promises to every man certain rights. It promises the right to protection of life from danger and from enemies, and the right to satisfy his natural wants of food, clothing, and shelter. He is given, too, the right to enjoy liberty and to seek happiness, in so far as he remembers that these things depend upon law. For the law gives equal rights to all alike, and never grants anything to one at the cost of another's just rights.

He has the right to acquire property by honest labor, and the right to use his possessions for the true happiness of himself and others.

There are many people living together in a community. If each man tried to satisfy all these desires in his own way, there would soon be trouble and disorder.

Each man is apt to think differently from his neighbor. It is therefore plain to be seen that there must be some one agency to protect the rights and liberties of all. This agency must be wise and just and powerful. It must be able to compel everybody to live and work together in peace.

This agency is Government. Government is the power by which the people protect their life, liberty, and property, and carry on all the public work.

Government is built upon law. A law is a rule of action made for the good of all alike. It is made by the highest power or authority of the community, and with the consent of the people. Government is something placed over the people for the good of each and all. It is their true friend and deserves to be treated as such. It deserves the respect and support of everyone in the community.

In no better way can anyone show his respect for Government than by obeying the law. The man who obeys the law, fully pays the debt which he owes to himself and to his neighbor. He does more, for he proves himself fit to be called an American citizen. He proves it by his loyalty, — his faithfulness to the law which governs his community.

### EXERCISE IN LANGUAGE. THE POSSESSIVE PERSONAL PRONOUN

*To the Teacher :* — Use in simple sentences the following personal pronouns, as subjects of the verbs (with or without nouns), *my, mine, our, your, yours, his, her, hers, its, their, theirs.* Classify according to person showing the relation to the personal pronouns already taught and give the special name for this class of pronouns. The sentences may then be used for written work. Thus, —

*Our* government is just.

## LESSON XXVI. VOWEL SOUNDS — *o*

*To the Teacher :* — Drill in pronunciation and spelling according to the directions given in Lesson III.

| ō, *long* (cōld) | ŏ, *short* (tŏp) | ô (=ạ) |
|---|---|---|
| ọ (twọ) | ọ (wọuld) | ȯ (sȯn) |
| ōld | lŏck | shôrt | wọlf |
| bōth | stŏp | lọse | dȯne |
| ōver | cŏst | mọve | ȯther |
| gōld | lŏst | whọse | cȯme |
| befōre | ôrder | canọe | Mȯnday |
| nōte | bôrn | wọman | mȯney |
| hōme | fôrk | cọuld | mȯnth |
| spōke | fôrty | shọuld | nȯthing |

### EXERCISE IN PENMANSHIP

*A C E G O*
*Ai Cr Ev Gr Oh*
*Can you write easily?*

## LESSON XXVII. THE GOVERNMENT OF THE HOME

The home is a small community. It is made up of several members, father, mother, and children, all bound together by common feeling and interests, and living under a common family government.

Just as there must be some form of head government over any group of people living and working together, so there must be government in the home. The child, as a member of the home group, does not always know what is for his good. He must be saved from himself by learning to submit to the rule of the right authority.

The parent or guardian is the rightful authority in the home and has full charge of the child's well-being. The duty of a parent is to fulfill the rights which every child has. This means that the parent must feed and care for the child, send him to school, allow him to play, and protect him from all harm to soul and body.

In return for all this the parent has the right to govern, to correct, and to take the earnings of the child until the child becomes of age. No parent, however, has the right to ask from the child anything that is not just, or true, or pure. Happily our state laws are now beginning to look out for children by protecting all the rights of childhood. One of the most important results is that children are not allowed to do work that is too hard for their age and strength.

The father, then, is the supreme head of the family and his word ought to be law. All family laws ought to be made for the best interests of each and all members

of the little community of the home. If parents only knew that the early years is the time in which to start the child for life on the road of right or wrong!

The parent ought to insist upon perfect obedience from the child at all times. Teach children from the early years to obey a command of a parent, teacher, or other authority without question. Teach children to take advice and correction on faith and trust.

When children reach the age of reason, they may be given more and more freedom as they are able to use it wisely. They will soon see that law and liberty go together and will learn for themselves that the best obedience is that which obeys the higher law. This higher law is the law of conscience which tells us to do a thing because it is the right thing to do.

Such training, then, in the home will benefit the child in his life at school, in the shop, and when he enters upon his life as a citizen of the community. It is said that "no nation can be destroyed which has a good home life." And the home which is doing its full duty to the larger community is the home which teaches its young people kindness, unselfishness, loyalty, and obedience.

### EXERCISE IN LANGUAGE. THE PERSONAL PRONOUN

*To the Teacher:* — Make sentences in which the personal pronouns already taught form the subjects of verbs and the pronouns, *me, us, you, him, her, it, them,* are used objectively. No rule is necessary. In addition to the sentences given by the teacher the pupils should be led to form original sentences. The sentences should then be used for the written exercise. Thus, —

They owe *us* obedience.

# LESSON XXVIII. THE GOVERNMENT OF THE COMMUNITY[1]

We know that the American colonists fought against England because the English Government insisted on taxing them without their consent. In other words, the colonists wanted the right to take part and to share in the Government under which they lived. We know, further, at what cost the colonists gained this right and how they proved themselves able not only to plan, but to carry out the form of self-government as set forth in the Constitution.

The authority of the Constitution to-day, as well as then, gives the right and the power to the people of any community, however small, to govern themselves. The people do govern themselves, through the machinery of their own local government. Local government means the plan of law and order made by the people of the community for their own welfare, peace, and convenience.

The early colonists saw from the beginning that it was necessary to have some fixed form of community self-government. No doubt, too, they knew the truth of the old saying, "If you wish anything done well, see to it yourself." They planned and tried the first and most simple form of self-government, that of the town. To-day in many States this form of government, with some changes, is still used in governing the small community.

At least once a year a general meeting of the voters

[1] It is suggested that the class be organized into groups representing the different political parties. For practice in political usage the class may then carry out, in detail, a town meeting and a county-board meeting, electing officers, etc., in each case following the particular method in most common use locally.

is called. At this town meeting the people make the necessary town laws, or "by-laws," governing such local affairs as the schools, relief of the poor, and public works. They also elect town officers, including the selectmen, the clerk, the treasurer, and many others. The board of selectmen enforce the by-laws and have general charge of all town affairs.

The division of government known as the county was at first a union of several towns for the purpose of holding certain courts in common. This is still the most important work of the county. In some parts of the country, however, the schools, the roads, and other local affairs are managed by county officers. The officers of the county are elected by the people, and usually include the sheriff, the prosecuting attorney, the clerk, the treasurer, and the board of county commissioners.

In some States the small community does not follow either the town or the county form of government. Such communities use a form of government which is a mixture of both forms and which usually gives more authority to the county than to the town.

Many States are willing to give to certain communities a special form of self-government. Such independent little communities are known as villages, boroughs or incorporated towns.

### EXERCISE IN LANGUAGE. THE PERSONAL PRONOUN

*To the Teacher:* — Proceed as in Lesson XXVII, using, however, two pronouns in each sentence as the object of the verb or preposition. No rule should be given. Call attention to the errors liable to occur in such phrases as "between you and me." Thus, —

I saw *you* and *her*.

# LESSON XXIX. REVIEW OF PRONOUNS AND VERBS

*To the Teacher :* — Following the form of the given paradigm, assist the pupils to construct similar ones. Use the following verbs, and limit the use to the present-tense forms.

1. I know — I do know — we know
   you know, etc. — you know
   he (she, it) knows — they know

   dwell govern owe obey
   choose consider teach begin

2. Repeat the exercise, using the negative form. Thus, —

   I do not dwell.

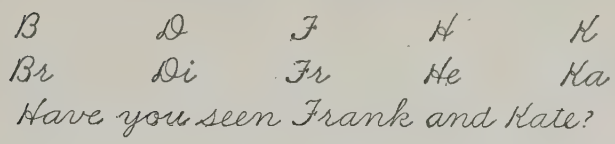
3. Repeat the first exercise, using the interrogative form. Note the precedence of the verb in questions. Thus, —

   Do I dwell?

4. Repeat all three exercises changing each verb to the past tense. Thus, —

   I dwelt, etc.

EXERCISE IN PENMANSHIP



# LESSON XXX. THE GOVERNMENT OF THE CITY [1]

In the course of time, a town spreads out over a larger area and its population increases. New questions of community business and government come before the people. While the town was small, it was a simple matter for most of the voters to meet together and talk over the affairs of government; but as the town grows larger and the questions of government grow more and more difficult, it becomes impossible thus to hold town meetings. The town is obliged to become a city.

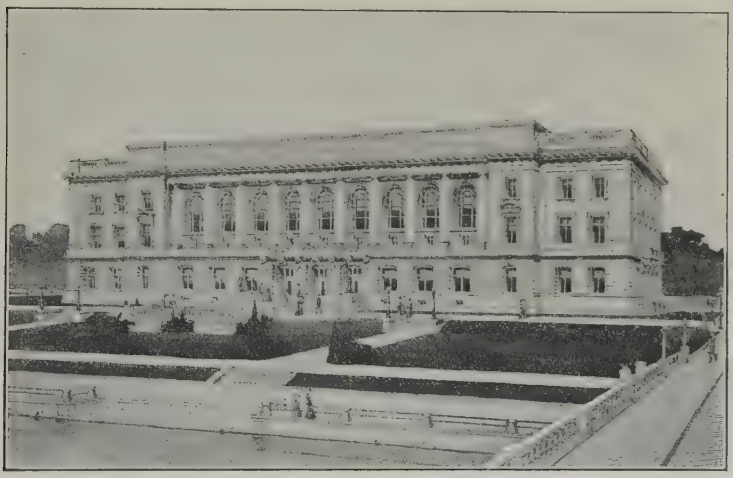
To make this change, the town must ask the State Legislature to grant a charter. This charter is a sort of constitution. It gives the town the right to establish the new form of government.

The rights and powers thus given to the city are few and limited. In most cases the State keeps the power to manage all important matters of city business and government. This control by the State over the affairs of the city is now thought to stand in the way of good city government. Citizens, therefore, are everywhere growing more and more anxious to have greater independence in self-government, or to enjoy "home rule," as it is called. They claim that the men who make the state laws do not know the needs of the city as well as the people of that city. Indeed, in those cities where the

[1] Interesting facts in reference to the size, growth, population, and charter of the local community may be introduced here. The teacher will find Guitteau's *Government and Politics in the United States* a valuable reference book throughout all the lessons upon government.

people have most power for managing public affairs, there seems to be the best government.

In some States, therefore, the people are asking for reform by which the power of the State may be held in check. As a result the people are now permitted to have a voice in the making of such laws as concern the city itself. More than this, many cities are granted a general



MUNICIPAL BUILDING AT DES MOINES, IOWA

form of charter which is said to keep the State from meddling too much in the city affairs.

The best protection for city government yet found, however, is the right granted in some States to the city to frame, or revise, its own charter for its own form of self-government. Such a charter must agree with the state and national laws, and also must meet with the approval of the State which grants it.

*To the Teacher:* — Use the possessive personal pronouns already taught, in simple sentences as objects of verbs, or object modifiers. Give no rule. Let the class form original sentences to be used for written work. Thus, —

He knew *his* duty.
I know *mine*.

## LESSON XXXI. REPRESENTATIVE SELF-GOVERNMENT

We know that under the town government the voters discuss public affairs in the town meeting. This direct form of government is very satisfactory when the needs of the people are simple and when the population is small. We know, also, that in a community having a large population it is not possible to govern in this way. The people, therefore, choose a certain number of men from among themselves, and give these men the authority to make the laws and to carry on other duties of government. This is called representative self-government, because the men who are chosen take the place of, or represent, the people. They represent, too, the will of the people. Therefore, these representatives are supposed to act for the people as the people would act if in their places. This plan of representation is a fixed principle in American government. It is the principle the colonists wanted, before the War of Independence. It demands that the representatives of the people be chosen from among their own number.

This choice of men as representatives of the people's

will is shown by the vote. The right to vote is called the suffrage, or the franchise. This right is granted by the State to those who can comply with certain rules.

Almost all the States demand that a man must be a legal citizen of the United States in order to enjoy the right to vote. In time all the States in the Union will make this the rule. You understand that merely living in the United States does not make a man a legal citizen. There are two ways of becoming citizens. All persons born in the United States, except certain Indian tribes, can become citizens by right of birth. Persons who were born in another country and are newcomers to this country are not citizens until they have met the requirements of the government officers in charge of *naturalization*. This right is granted to men of foreign birth by the United States Constitution in these words: —

"All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside." (Amendment XIV, Sec. 1.)

### EXERCISE IN LANGUAGE. THE COMPOUND PERSONAL PRONOUN

*To the Teacher:* — Show the manner of forming the pronouns, *myself*, *ourselves*, *yourself*, *yourselves*, *himself*, *herself*, *itself*, *themselves*. Give the name of this form of pronoun. Make sentences using each pronoun objectively. Make other sentences in which the pronouns are used to give emphasis to the thought. The sentences may then be used for the written exercise. Thus, —

The people ruled *themselves*.
We *ourselves* make the laws.

## LESSON XXXII. VOWEL SOUNDS — *u*

*To the Teacher:* — Proceed as in Lesson III, finishing the lesson by an oral and written drill in spelling.

| ū, *long* (tūbe) | ŭ, *short* (ŭs) | ụ (trụe) | ụ (fụll) |
|---|---|---|---|
| ūse | ŭp | rụde | pụt |
| abūse | lŭck | rụle | pụll |
| pūre | dŭst | rụby | pụsh |
| tūne | jŭnk | rụin | pụss |
| dūty | Dŭtch | brụte | pụlley |
| jūry | jŭdge | frụit | sụgar |
| ūnion | trŭck | trụth | bụll |
| Tūesday | sŭmmer | rụmor | joyfụl |

EXERCISE IN PENMANSHIP

*M Mon. N Ne P Pl*
*Monday Ned Paul*

## LESSON XXXIII. NATURALIZATION [1]

Naturalization is the process by which a foreigner is made a citizen of the United States. If you are a newcomer to this country it is your duty to become naturalized as soon as possible. In no other way can you enjoy the rights of American citizenship.

As a citizen you have the chance to reach a better position in life, the right to the protection of the law at

[1] Obtain from the local naturalization officer a copy of each of the blank forms of the Declaration of Intention, the Petition, and the Certificate of Arrival. Instruct the class in interpreting and filling the same. Inform them as to requirements and fees of naturalization. Warn them against the danger of fraudulent naturalization.

home and abroad, and the right to receive such other benefits as the community gives to citizens. You even have the right to hold any public position that is open to you, and for which you fit yourself by education, good conduct, and honest work.

The rules by which you may become a naturalized citizen are not hard to follow. If you are eighteen years of age or over, you must first go before the local court which has the power to give naturalization papers. There you must fill out the "first paper," or Declaration of Intention. You must declare on oath, in this first paper, certain facts as to your age and birthplace. You must also declare your wish to become a citizen of the United States.

This one paper, however, does not make you a citizen. You must wait two years, at least, and then you may ask the court for your "second paper," or Petition. When you ask for this second paper, be sure to show to the officer your first paper. And if you came to this country *since 1906*, you must also show your Certificate of Arrival.

Fill out this Petition in your own handwriting. This paper asks you to declare and promise certain things which mean just this: —

"I believe in government and I am willing to support the law. I believe that a man should have but one wife. I honor and respect the Constitution of the United States. I wish to become a citizen of the United States, and I declare myself no longer bound to obey the ruler of my native land."

At this time you must have two witnesses who are

honest citizens and who are able to prove that you are telling the truth. These witnesses also must prove that you have lived in this country for five years.

This is not quite all. At the end of ninety days you must prove to the court that you are in every way worthy to become a citizen, that you can talk English, and that you understand such facts about American government as are set forth for you in these lessons.

Then you may receive your naturalization papers from the court, and be known as a legal citizen of the United States.

### EXERCISE IN LANGUAGE. THE RELATIVE PRONOUN

*To the Teacher:* — Select simplified sentences from the preceding lessons which illustrate the use of the relative pronouns *who, which, that.* Thus, —

The man *who* becomes a citizen is wise.

To the class: — Read the sentence. To what noun does *who* refer? A pronoun that refers or is related to another noun or pronoun is called a *relative pronoun.* The relative pronouns are, *who,* referring to persons only; *which,* referring to anything but persons; and *that,* referring to either persons or things.

*Written Exercises*

1. Copy each sentence, underlining the pronouns. Write from dictation.
2. Write sentences containing the following: —
   (*a*) *Who,* referring to one or more persons.
   (*b*) *Which,* referring to a thing.
   (*c*) *That,* referring to one or more persons.
   (*d*) *That,* referring to an animal or thing.

## LESSON XXXIV. THE VOTE

The mere fact that a man is a citizen, either native-born or naturalized, does not give him the right to vote. This right is granted by the State to those who comply with certain other rules. These rules are laid down for each State in the State Constitution.

All the States do not have the same rules for voters. In fact, there seems to be only one thing in which all the States are alike. That is, that a voter must be twenty-one years of age or over, and that he must live for a certain length of time in the community, before he can vote.

Some States allow women to vote and others do not. Certain States demand that all voters be taxpayers. Still other States oblige the voters to be able to read and write English. Many States do not allow people to vote who are unsound in mind, or who are paupers, or law breakers.

Thus you see that the laws for voters are more strict in some States than in others; but no State has full control of the suffrage. No State can keep from a man the right to vote simply because he was not born in the United States. The National Constitution prevents that by declaring in the Fifteenth Amendment: —

"The rights of citizens of the United States to vote shall not be denied or abridged by the United States, or by any State, on account of race, color, or previous condition of servitude."

The right to vote is a privilege which is given to all citizens who prove themselves worthy of it. It is a power

which may be used for good or ill in matters of government. The value of a vote is not to be measured by what it is of itself. Its power is in what it can do for us.

Each vote helps to put into office a man who is the representative of the voter. The voter, by the mark which he makes upon his ballot, says, "I want this man to be put into this office, for I believe that he thinks as I do in regard to certain public matters and that he will act accordingly."

So in one sense each voter is an office-holder, for by his vote he takes upon himself a share in the government of his community. Voting, then, is a serious duty. For the officers elected by vote to govern must answer for the welfare of the whole community in such matters as protection, public health, and education, — matters which are given into the care of the city officers by the vote of the people. It, therefore, follows that the sort of vote cast tells the sort of public service given in return. This means that if the people want the right kind of government, they must vote for the right representatives.

Voting is a trust given into the hands of a few to be used for the best good of many, so it is every man's duty to use this power rightly.

Who, then, could sell a vote for a favor or for money, and not feel that he was breaking a sacred promise? More than this, a man's vote is his opinion, his thought, and his will. It is himself, and when he sells his vote he sells himself with it.

### EXERCISE IN LANGUAGE. THE RELATIVE PRONOUN

*To the Teacher:* — Proceed as in Lesson XXXIII, introducing in sentences the relative pronoun *who* and its forms *whom* and *whose*. Thus, —

He is the man *whom* you chose.

### THE FREEMAN'S VOTE

JOHN PIERPONT

A weapon that comes down as still
As snowflakes fall upon the sod;
But executes a freeman's will,
As lightning does the will of God;
And from its force nor doors nor locks
Can shield you, — 't is the ballot box.

## LESSON XXXV. ADJECTIVE PRONOUNS

*To the Teacher:* — Review the exercise in language under Lesson XXX. Then use the following adjective pronouns in sentences. Use each pronoun as the subject and as the object of the verb respectively, with or without the noun. Study the pronouns for correct spelling. Then use them in the written lesson. Thus, —

*Many* were born abroad.
The right to vote is given to *some* people.

| | | | |
|---|---|---|---|
| all | few | none | some |
| another | many | one | such |
| any | more | other | this |
| both | most | own | that |
| each | much | same | these |
| either | neither | several | those |

EXERCISE IN PENMANSHIP

*U V W Y*

*Uncle William met Walter.*

*You should sit in good position.*

## LESSON XXXVI. POLITICAL PARTIES[1]

"Election day" is the name given to the day when the voters select new officers of government. Local officers are usually chosen every year, state officers usually every two years, and national officers every four years. As there are two sides to every question, the people begin, shortly before election, to express different opinions about public affairs. There are usually two men seeking to be elected to the same office. Each of these men has the support of those voters who think as he does about public affairs. A group of voters thus thinking alike is called a political party. Each group believes that it is right, and that the other group is wrong. Many disputes arise.

Let us suppose that in a certain year the great question before the people of a city is that of license, or the control of the sale of liquor. One group of the people wishes to stop all sale of liquor in the city. The other group does not think this the wise thing to do. They insist that the better way is to have the city make

[1] It is suggested that the class be organized into groups representing the leading political parties. Let each party adopt a platform according to the present trend of political affairs. This organization should be continued throughout the following series of lessons in political usage.

special laws to control the sale of liquor. This is an example of the sort of questions upon which the parties differ. Each party prepares and makes public a statement of its beliefs upon various public questions. This is called the party platform. The men who are elected to office are expected to manage affairs according to the beliefs expressed in the platform.

The parties in local elections usually bear the same names as those in the national elections. The questions which separate the voters into parties, however, are all the time changing. So from time to time new party lines are drawn and new parties are formed. The chief political parties to-day are the Republican and the Democratic. There are also several smaller ones, such as the Prohibitionist, the Socialist, and others.

Political parties are necessary, for differences of opinion cannot be avoided. Questions must be settled in one way or another. There also must be some way to get the people who think alike, to act alike; and this can be done only by a party, acting under a leader.

Right here, however, is the serious danger to good government. For often leaders of a political party hold great power and they are not always honest in their use of it. Often the entire control of public affairs is in the hands of a group of men called a political "machine." The leader is known as the party "boss."

Not that all political machines or "rings" are bad, but evil is bound to come when their control lies in the hands of men who for selfish purposes make politics their business. Such men often resort to dishonest means to get votes. This is an abuse of the power given to them.

Honest citizens should not be afraid to vote as they think, whatever the "boss" says.

In a city where political affairs are in a bad condition, what can *one* citizen do with his single vote towards correcting such evils? How can he help to secure cleaner politics and better government? We shall see in a later lesson.

### EXERCISE IN LANGUAGE. THE INTERROGATIVE PRONOUN

*To the Teacher:* — Proceed as in Lesson XXXIII, using in sentences the pronouns *who, which, what* interrogatively. Distinguish between the use of *who, which,* as relative pronouns and the use of the same pronouns to ask questions. Thus, —

*What* is a political party?

### EXERCISE IN PENMANSHIP

*I Iowa J James Jas. S*
*Seattle June July September*
*I went last Saturday.*

## LESSON XXXVII. THE BAT, THE BIRDS, AND THE BEASTS

There was to be a great battle between the birds and the beasts. All the birds gathered together into one army and all the beasts in another. The two armies then met and were all ready for battle.

A bat, who looked on from his perch, did not know which army to join. Some birds who flew past said to him, "Come with us!" But the bat said, "I am a beast."

In a little while after, some beasts who were passing

underneath looked up and said, "Come and join our army, Mr. Bat." But he said to them, "No, I am a bird."

As good luck had it, peace was made at the last moment between the two armies. So there was no battle.

When the bat saw how things were, he flew to the birds to share in the rejoicing. But the birds would have nothing to do with him, and he flew away.

He then went to the beasts. But they all turned against him. Indeed, he had to hurry away for his life or else they would have torn him to pieces.

"Ah," said the poor bat to himself, "I see now, that he who is neither one thing nor the other has no friends."

### EXERCISE IN LANGUAGE. THE PARAGRAPH

*To the Teacher:* — Copy this story on the board and by oral discussion with the class, study each paragraph in succession according to the following model outline. Call attention to the indention of the paragraph and to the margins.

To the class: — Into how many parts or groups of sentences is this story divided? Read the first group of sentences. What were the birds and beasts about to do? How many armies were formed? What did the armies then do? Notice that the sentences are all about one thing, — *the armies.*

Sentence 1 tells us what the *armies* were about to do.
Sentence 2 tells us how many *armies* there were.
Sentence 3 tells us what the *armies* did.

A group of sentences that belong together because they are all about *one* idea is called a *paragraph.* Study each paragraph in the story and tell what each is about.

*Written Exercises*

1. Copy the story, *indenting* each paragraph and leaving margin on one or both sides of the paper.
2. Write the first paragraph from dictation.
3. Write the same paragraph from memory.

## LESSON XXXVIII. THE PRIMARY[1]

As the time of the election draws near, the first care of each political party is to get itself into thorough working order. Each party appoints certain committees who have charge of all the political business that must be done before the election. Each community is divided into a number of election districts, and each district, however small, has its own special committee. This district may be the ward or the precinct in the city, or the township in the smaller communities.

The committee then calls for the first or primary election to be held in each district. At this primary it is the usual business for the voters to nominate, or name, men as candidates for office. More important business done at the primary is the election of delegates to attend the nominating conventions of the larger districts of the city, county, or State. These larger conventions are held for the purpose of nominating candidates for the higher offices. The primaries are really the most important part of an election, because the choice of the right or wrong men as representatives of the people depends a great deal upon the choice made at the primaries.

Therefore, many States are now trying to secure more honest work at the primaries. They are passing new laws to correct certain abuses which have existed in the old form of convention, or caucus, as it has been called.

It is a well-known fact that the nominating conventions are often in the power of party leaders. Candidates

[1] Let the class represent the procedure of a primary election, in accordance with the political custom of the locality.

may be nominated merely for the asking; and the "slate," or list of candidates chosen by the party rulers, may be made up long before the convention is held.

This is the reason why the "direct primary" is the form now used in many States. This means really that a candidate is nominated directly at the primary instead of at the convention. By this new law, if a man wishes to become a candidate for any office to which the new law applies, he may get his name upon the official ballot in the following way.

He gets a certain number of voters to sign a petition which asks for the nomination. He then presents this petition to the voters at large, and takes his chance of being nominated in the primary. Thus most of the political business that used to be done in the convention is now carried on at the primary.

The "direct primary" is more democratic than the old way. That is, the choice of candidates is more nearly the choice of all the people than the choice of a few. The direct method has other good things in its favor. There is no doubt but that the voters have more power at the primary than before. They know this and so are more willing to attend and take part in the primary elections.

The ballot, then, cast at the primary is often more important than that cast at the regular election. Therefore, it is every man's duty never to allow his business, or anything else, to keep him from attending the primary. This is his part, his own share in helping to secure the right kind of government for the community in which he lives.

Debate the question: Should the direct primary be adopted by all States.

### EXERCISE IN LANGUAGE. THE COMPOUND RELATIVE PRONOUN

*To the Teacher:* — Review all relative and interrogative pronouns already taught, adding, where practicable, the suffix *-ever*. Use the pronouns in sentences for dictation work. In exercises which treat of definite grammatical difficulties, confine the drill work to the use of single sentences until greater progress has been made in the use of the paragraph. Thus, —

He chose *whomever* he thought right.

## LESSON XXXIX. REVIEW OF PRONOUNS

*To the Teacher:* — Let the pupils copy the following sentences, filling the blanks with the correct pronouns. Correct orally. Let the class write the sentences from dictation, the pupils themselves giving the correct pronouns.

——— Is it? It is ———.
Is it ———? No, it is ———.
They saw ——— and ———
Do you know ——— it is?
All ——— was done did not elect him.
——— is just, is right.
A new party was formed ——— wanted license.
——— are mine, the others are ———

## LESSON XL. THE LARK AND HER YOUNG ONES

Once there was a nest of young larks in a field of ripe corn. The mother lark was expecting daily to have the

reapers come to gather the corn. So each day, just before she went off in search of food, she said to her young ones, "Perhaps the farmer will come to-day to reap the corn. Watch out and be sure to tell me of anything you may see or hear."

And one day while the mother was away, the farmer did come to look at the state of his crops. "It is time to get this corn reaped," he said. "I think I shall call in my neighbors to-morrow to help me."

When the old lark came home the young ones hastened to tell her all about it, for they were badly frightened. They begged her to move away at once.

"Time enough," said she. "If the farmer depends upon his neighbors he will wait a while yet for his harvest."

Next day, however, the owner came again. He saw that the sun was getting hotter and the corn riper and as yet none of it gathered in. "Very well," said he, "if my neighbors will not help me I shall call in my relatives." So he said to his son, "Go and ask your cousins and uncles to come to-morrow and help us."

How frightened the young larks were when they heard this! When they told their mother, however, she merely said, "Do not be afraid. The relatives will have their own work to do and will not come." When she went away the next day she said to her young ones, as usual, "Be very careful to listen to-day and let me know what you may hear."

Again the owner came as before. He found the grain falling to the ground for over-ripeness, and still no one at work. So he called to his son, "We must wait for our

friends and neighbors no longer. Do you go and hire reapers that we may all set to work to-morrow."

When the young larks told their mother this she said, "Now it is time, indeed, to be off, for when a man takes up his work himself, instead of leaving it to others, you may be sure that he is in earnest."

### EXERCISE IN LANGUAGE. THE FUTURE TENSE

*To the Teacher:* — Develop the idea of future time by introducing into sentences which illustrate simple futurity, the words *to-morrow, next week, next Tuesday,* etc. Thus, —

I *shall* call in my friends to-morrow.
They *will* come to help him next week.

To the class: — Read the first sentence. What word is used with the verb *call* to tell that something is going to happen to-morrow or in future time? What word in the second sentence shows future time?

Verbs that tell future time are in the *future tense*. *Shall* and *will* are used with the simple verb to show the future tense.

Use *shall* in the first person to show future action. Use *will* in the second person and third person to show future action.

*Written Exercises*

1. Copy the sentences from the blackboard, study the spelling of new words, and then write the sentences from dictation.
2. Write five sentences, using *shall* to show future action.
3. Write five sentences, using *will* to show future action.

## LESSON XLI. THE CANDIDATES [1]

Of course all the political work done at the primary is only preparatory to the real election. The men who

[1] Let the class carry out a typical political campaign, discussing the various elective offices, the candidates, qualifications, etc.

are chosen at the primary are not made officers simply by being so chosen. They are, however, made nominees for election to office in the local community or in the State. These nominees are called candidates.

Each party must first of all agree on the nomination of *one* candidate for each office. Otherwise the vote of the party may be divided and so lost. It is very important also that the candidate chosen is the right man for the office. There is always a right man and a wrong man for an office, and party leaders often try for selfish or dishonest reasons to put the wrong man into an important office. So it is the duty of every voter to watch for just such unfair doings.

But how may one choose, between these two kinds of candidates, the right man and the wrong man?

There is one plain and sure way to tell the difference. The man who wants to buy your vote is the wrong man always. He wants to get into office not to render service to the community, but to get what he can from the office for himself. The word "graft" is applied to such unfair use of public office. Such men simply make your vote his "tool." He is not the representative of all the people, but stands only for a certain crowd or faction.

The right candidates are often those men who desire office the least. If such men can be induced to enter the public service, however, they will serve the community honestly and faithfully. They will not use the office for their own selfish profit. They will take pleasure, if called upon, in carrying out their civic duties. They will be willing to give time and attention from their own private business, for the good of the community. No

man is fit for public office unless he is a man of intelligence, good character, and ability. Such a man, honest and successful in his own business, is the man most able to manage well the business of the community.

So the man who wishes to vote honestly and with understanding will search out the past records of all candidates nominated for offices of trust. For just before election time the names of the candidates of all parties, with the story of their records as citizens, is printed in the newspapers and in other ways. This is done for the information of the voter. It is the voter's duty to have this information and to use it wisely, at the right time and in the right place — that is, in the primary election.

### EXERCISE IN LANGUAGE. THE FUTURE TENSE

*To the Teacher:* — Use simplified interrogative sentences which express simple futurity. Drill thoroughly on the use of the auxiliaries *shall* and *will*, as used in questions to express future time. Note the exception that, in questions, the proper form of *future tense in the second person* is *shall you?* not *will you?* After many examples have been given, use them in the written lesson. Thus, —

*Shall* I take office?
*Shall* you try to win?
*Will* he be a candidate?

## LESSON XLII. THE CAT, THE MONKEY, AND THE CHESTNUTS

One day a cat and a pet monkey were sitting before an open fire. They were watching some chestnuts roast-

ing on the hot coals. Their master had put the chestnuts on the fire to roast.

Now the monkey wanted some of those hot chestnuts very much. But he did not want to burn his paws!

So he teased the cat to pull some of the nuts out of the fire. The cat was foolish enough to do as the monkey told her. But in doing so, she burned her paw very badly.

That was not the worst of it. When she asked the monkey for her share of the chestnuts, they were all gone. The monkey had cracked and eaten them all. And the cat had nothing for her trouble and wrongdoing but a sore and singed paw.

### EXERCISE IN LANGUAGE. THE PARAGRAPH

*To the Teacher:* — Make a script copy of the above lesson on the blackboard. After the oral reading of the selection the books should be closed and the oral study proceed as follows.

To the class: — How many paragraphs in this story? Read the first paragraph. Tell what is talked about in this paragraph. Where were they sitting? What were they watching? Read each of the other paragraphs in the same way.

Copy carefully the whole story, keeping in mind the main thought of each paragraph, and the indentation.

Write the story from dictation. Compare it with the copy.

Next try to write from memory, in your own words, the answers to the following questions. Write the answers in complete statements and group them to form one paragraph.

Who were sitting before the fire? What were they watching? Who had put the chestnuts to roast?

Read what you have written. Write each of the other paragraphs of the story in the same way.

## LESSON XLIII. VOWEL SOUNDS — *a*

*To the Teacher:* — Drill upon the equivalents of vowel sounds until the pupils are able to recognize them at sight as they occur in words. The following words should be studied for pronunciation, first from top to bottom of the columns and then across. The words should then be used for a spelling exercise.

ā = *ai, ay, au, ea, ei, ey.*
ä = *au, ea, ua.*
ạ = *au, aw, oa, o, ou.*

| ā | ā | ä | ạ |
|---|---|---|---|
| p*ai*n | g*au*ge | *au*nt | h*au*l |
| tr*ai*n | br*ea*k | l*au*gh | f*au*lt |
| str*ai*ght | st*ea*k | l*au*ghter | fr*au*d |
| br*ai*n | gr*ea*t | l*au*nch | dr*aw* |
| f*ai*th | fr*ei*ght | l*au*ndry | l*aw*n |
| d*ay* | r*ei*n | h*ea*rt | br*oa*d |
| st*ay* | wh*ey* | h*ea*rth | b*o*rn |
| dr*ay* | th*ey* | g*ua*rd | *ou*ght |

EXERCISE IN PENMANSHIP

*L Louis La. X Y Z*
*Louisiana Lilies bloom.*

## LESSON XLIV. VOTING [1]

After the nominations are made the campaign begins. During the campaign the workers of each party do their

[1] Illustrate a simple ballot on the blackboard and let the class prepare individual ballots. Instruct the class in the process of voting, in accordance with the method in local use.

best to win the support of the voters for their candidates. The struggle goes on until on election day the question is settled by the ballot.

This contest between the parties is not carried on always in an honest and fair way. Certain laws, therefore, have been made to secure a more honest vote. One of these laws demands that a man must appear at a given place before election day and prove just who he is. This is called "registering" and its object is to prevent a man from voting twice, or "repeating."

The best reform method of any yet found is the system of voting by the Australian ballot. This system insures honest and independent balloting and it is used to-day in almost every State in the Union.

The Australian ballot is a single sheet of paper and is usually in printed form. It contains the names of all the candidates of all the parties. At the polls on election day each voter receives one of these ballots and retires alone into a voting-booth. He marks a cross (X) against the name of each candidate whom he wishes to elect. There is one other way by which a ballot may be marked. That is, to put one cross (X) only at the head of the column which contains the names of all the candidates of one party. This is called voting the "straight ticket." If a ballot is not marked in one of these two ways it is imperfect and will not be counted as a vote. You should never mark your ballot until you have read it through carefully. You then fold your ballot in such a way as to hide your markings, and place it in the ballot box.

When the voting is over, the ballots are taken charge

of by the proper election officers and counted. Some States are now using a voting-machine to insure correct counting of the votes.

Sometimes a majority of votes elects the candidate. A majority of votes is more than half of all the votes cast. Usually, however, candidates are elected by a plurality. A plurality is the excess or number of votes more which are given for one candidate than for any other.

Voting is one of the very important ways in which a citizen may protect the rights and uphold the principles of rightful self-government. It is not necessary that a man should always vote with his own party. Often the candidate of his party may be a far less able man than the candidate of the opposite party. There is need of independent voters in every community. There is need of men who think for themselves, ask questions, and dare to stand alone.

The whole matter of voting may be put into one question, "Is this man able to fulfill the duties of the office for which he is a candidate? If so, is it not my duty to vote for him regardless of the party to which he belongs?"

### EXERCISE IN LANGUAGE. THE FUTURE TENSE

*To the Teacher:* — Review Lesson XLI. Use many simple interrogative and declarative sentences to give further drill in the use of the auxiliaries *shall* and *will* to express *futurity.* Note the general rule that in questions the auxiliary used should be the same that would be correctly used in the reply. Thus, —

*Shall* you try for office? I *shall* try for office.
*Will* he count the votes? He *will* count the votes.

*Written Exercises*

1. Copy the questions and replies.
2. Write a complete statement as answer to each dictated question.

## LESSON XLV. THE CITY COUNCIL[1]

Now let us see for what purpose political officers are elected. We know that the city must have a definite form of government. We know that there must be certain men chosen who are able to carry out this work of government. We do not know as yet just what this work of government is, nor what a large amount of it there is, nor how it is done.

Who looks after the collection of money due the city? Who decides how this money shall be spent? Who keeps watch over the public health? Who sees to it that the city has good drainage, clean streets, pure drinking-water, and pure food? Somebody certainly does all this work for the city. Somebody attends to the matter of free education for the children. Somebody sees to it that the citizens are protected from all danger to life and property. Who are the people that carry on all this public business?

The men who do these things are the officers elected by the people to act as their agents. In a city, these officers make up the city government.

Let us see how this work is done. First of all, we will

[1] Organize the class as a Common Council. Let committees be appointed and actual political business transacted, such as the passing of an ordinance, etc. Explain the simpler parliamentary rules.

remember that the whole city government is usually divided into three great branches or departments. In this lesson we will read about the lawmaking or legislative branch. The other departments will be told about later.

The legislative branch is the council. Sometimes this is made up of two chambers, an upper or board of aldermen, and a lower or common council. More often, however, city legislation is in the hands of a single body. Can you think of any reasons why a council of one chamber is better?

Even at the most, however, the city council does not have much power in making laws. For we have read that the State makes most of the laws which govern the city. The chief duty of the council is to pass only such laws or ordinances as are necessary to keep peace and good order in the city. Everywhere the city council as a legislative body seems to be losing power. It is getting to be more and more common to take away from the council many duties, and give them to the mayor, or to other city officials. Do you think it a wise plan for the city to put so much power into the hands of one chief official?

If you are an American citizen, you have a share in the government of this city. Then your duty is plain. You ought to know about all public questions, and to understand what the government is doing for you. You ought to make this promise to yourself, "I will try to attend the next public hearing of the city council. I will watch and learn how a city law, or ordinance, is made. The city officers are my representatives. Then I will do my best to have them do what is right. They shall do

the work for which they were elected. They shall do this work in the manner best suited for the good of the people, whose representatives they are."

### EXERCISE IN LANGUAGE. AUXILIARY VERBS

*To the Teacher:* — Select simplified sentences as examples of the use of the auxiliary verbs *will* and *shall*, as used to express a promise or a determination on the part of the speaker. Let the pupils furnish original sentences. Note that *will* is used with the first person to express promise, determination, threat, etc., and *shall* with the second and third persons. Thus, —

I *will* go to the council.
You *shall* obey the law.
He *shall* not vote.

*Written Exercises*

1. Copy the sentences and then write them from dictation.
2. Change each sentence to the interrogative form, noting the exception to the above rule, — that in *questions*, *shall I* and *shall we* are the correct forms of the first person.

## LESSON XLVI. THE CITY EXECUTIVE [1]

The executive branch of the city government is the branch which carries out, or performs, all the laws made by the legislative branch.

But there is so much to do! One man could never do it alone. Indeed, it takes all the time of one man to see that the work of the city goes on as it should. This man

[1] Instruct the class as to the location, name, and use of the various municipal buildings. It is suggested that the class, under guidance, might profitably visit some of these buildings.

is the Mayor and he is at the head of the city government. His chief duty is to see "that the laws and ordinances are faithfully executed." The principal business of any city is carrying out, or fulfilling, laws for the protection of citizens already made by the city or the State. And so, because the mayor cannot look after the policemen, firemen, schools, streets, and many other things, there are different departments which have charge of various parts of the work of the city.

First, there is the department which takes care of the public money. In some cities there is a special department to do this work, known by some such name as the Board of Estimates. The chief officer is the City Treasurer, or the Comptroller.

Next comes the Health Department, which protects the people of the city from disease. Then there are the Departments of Water Supply and Sewerage, the Street Cleaning Department, and others.

We all know something about the Fire Department and the Police Department, which look after the safety of the people. Nor must we forget to mention the Departments of Education, of Parks and Playgrounds, or of Charities. There are many other departments, too, which the city supports for the benefit and happiness of the people.

The mayor has general charge of all these departments. Each department usually has one chief official, called Commissioner or Superintendent, at the head. Each commissioner has a small army of men who carry out the work of his department. For example, the work of the Street Department is divided so that each man,

from the commissioner down to the man digging on a new street, has his own part to do.

Sometimes the head officials of the different departments are elected by the people. Sometimes, as in the case of the School Department, the superintendent is elected by a special committee. It is now more usual, however, for a city to give the mayor power to appoint the heads of departments. His appointments must be confirmed by the council. The mayor often has full power to remove the head of any department if it is found that he is not able properly to superintend his work. For the people must be protected.

Suppose, for example, that something should go wrong in the Fire Department, and that as a result many lives were lost in a fire. It would not do any good simply to find that it was the fire commissioner's fault; but it might prevent another accident of the same sort and so do a great deal of good if the mayor removed him and put a more careful man in his place.

### EXERCISE IN LANGUAGE. AUXILIARY VERBS

*To the Teacher:* — Review Lessons XL, XLI, XLIV, XLV, changing the auxiliary verbs *shall* and *will* to the past-tense form, and using the forms in sentences for the written lesson. Note the general rule that *should* and *would* follow the same rules for use as *shall* and *will*. Thus, —

I *should* vote for him.
He *would* work for the city.

## LESSON XLVII. REVIEW OF AUXILIARY VERBS

*To the Teacher:* — Let the pupils fill in each blank with one of the auxiliaries, *shall, will, should, would.* Correct orally, stating in each case the reason for the use of the auxiliary. Then dictate the sentences to the class, allowing the pupils to fill the blanks independently.

*I —— return Monday.*
*You —— lose your train.*
*He —— enter the campaign.*
*—— you take the nomination?*
*I —— have an education.*
*You —— help me if you wish.*
*Nothing —— stand in my way.*
*—— we vote for this man?*

## LESSON XLVIII. COMMISSION GOVERNMENT

The rapid growth of the cities in the United States has caused much trouble in finding the right form of city government. It has usually been a simple matter to govern towns, counties, and States. It was not difficult to find the best way of governing the nation. But usually the affairs of the cities are still managed by rather poor methods.

The city is really a great business concern and should be managed as such. When the owners of a factory wish to carry on a successful business they first put into the

factory the very best machinery. They then hire trained and able workmen to run these machines. They give to each workman the care and use of one machine, and pieces of work in his own line. The managers then expect the workman to be responsible for all the work that he himself does.

Does it not seem that equal care should be taken to arrange the city's work? Citizens are everywhere waking up to the fact that our old plan of city government is not just what it ought to be, and they are asking for a change. They want each officer to be responsible for what he does; and they want able men in charge of the different city departments.

Perhaps the best means of placing direct responsibility for the management of city affairs is found in the new plan known as "Commission Government." This is now being tried in many cities.

Commission government means that all power for making and carrying out the ordinances of the city is in the hands of a small body of men, usually either five or seven in number. These men are called commissioners, and are usually elected "at large." That is, they are chosen not by wards, like the aldermen and the council, but from the city as a whole. Anyone can be nominated for commissioner by getting a certain number of voters to sign a petition for his nomination. At the election, no party titles are allowed on the ballot.

The whole business of the city government is divided into several departments, such as Finance and Revenue, Waterworks and Sewerage, police and fire protection, streets and public property. A commissioner is at the

head of each department and he chooses his own officers. Thus the commissioners have all the powers of the old council or the board of aldermen, or of both. Moreover, each commissioner has to answer to the people for all that is done in his department. One of the commissioners is made chairman of the board. It is his duty to keep each department working for the best interests of the city. The term of the commissioners is usually two years. As most of the meetings of the commission are public, the affairs of city government are laid before the eyes of the people as never before.

Many things are said in favor of this new form of city government. It is claimed that better men are willing to take public office, better service is given the city, and that there is a greater saving of the public money. It seems, indeed, as though putting the care of the city into the hands of a few, honest, able men must result in good government.

Some people, however, think that too much power is put into the hands of a few officers. The cities, however, are taking care to guard against any such danger in the following ways.

If a certain number of voters feel that a commissioner is dishonest or unfit for his office, they may ask that the city vote for a new commissioner to take his place. A special election is called just as if his office were vacant. Then, unless he receives the highest number of votes, he must give up his office. This is known as the "recall."

The people also keep within their power the right to a voice in the making and passing of ordinances. They

may propose an ordinance and ask that it be passed, or they may vote not to accept certain ordinances already passed by the commission.

By these means the voters may hold in check any attempt made by any commissioner to do anything that is not for the best good of all the people.

What do you think of this form of city government? Review the three forms of city government of which you have read. Can you think of any way by which the best points of each may be put together to form one strong form of city government?

Is the city in which we live governed by commission? If so, do you know how many departments there are? What are the duties of each commissioner?

### EXERCISE IN LANGUAGE. THE PAST PARTICIPLE

*To the Teacher:* — Select from the text simplified sentences, and arrange in couplets, using in each example an illustration of the future tense and its corresponding transposed form showing the use of the past participle. This practice in forming verb-phrases in the active and passive voice may be explained to the pupils simply as "two ways of expressing the same meaning." Thus, —

The people *will rule* the city.
The city *will be ruled* by the people.

*Written Exercises*

1. Copy the sentences, study the spelling of difficult words and then write the sentences from dictation.
2. Repeat the above exercise but using the past-tense form of the auxiliaries *shall* and *will*. Thus, —

The people *would ask* for that law.
That law *would be asked* for, etc.

## LESSON XLIX. THE CITY JUDICIARY [1]

You may know this story. Three blind men once met an elephant on the road. Of course they never had seen an elephant, but they wanted very much to know just what he was like. So they began to feel of the elephant.

One man felt of the elephant's ear and was then very sure that the elephant was just like a bat. Another, who grasped the elephant's leg, knew that the elephant was just like a tree. The third blind man caught hold of the elephant's trunk. He quickly told the others that the elephant was nothing but a snake.

At this they began to quarrel. Each man believed that he knew just how the animal looked. We may say that each man was somewhat in the right and yet each was wrong. The matter was settled only when a traveler came along.

He listened to their story and then told the blind men the true facts about the elephant.

People sometimes act about questions of law in the same way as the blind men did about the elephant. A man may have his own opinion about a matter concerning his personal rights and yet his opinion may not agree with that of somebody else.

In such a case if a dispute arises it is always foolish to try to settle such a quarrel by force. A man should seek the courts which are established by the State Constitution for the purpose of settling all questions of personal rights and property of all kinds. These courts

[1] Outline the local system of courts and explain the functions of each. Name the officers of the local judiciary and police system, and define the duties of each.

make up the judicial branch of government. A man may seek in the courts protection of his rights, and justice for any wrong done him. Justice is given not only to the innocent, but to the guilty. For one of the most sacred rights of America is the right given to each man by the Constitution for a fair trial by a jury.

The lowest grade of court usually found in any community is the Justices' Court. The judges are called Justices of the Peace, and these courts are always open to the people for the trial of small wrongs. In some cities this lower court is divided into two courts, the Police Court and the Municipal Court. There are higher grades of courts controlled by the State, which decide more serious matters.

In close touch with the work of the city courts is the Police Department. These officers are chosen by law to keep order in the city and to protect the people from harm. There are two classes of police officers, the patrolmen and the secret officers, such as the detectives and the inspectors. Next higher than the patrolmen are the sergeants or roundsmen, the captains and chiefs. Sometimes, too, we find, in cities, special officers, such as the bicycle squad, the mounted squad, and the river and harbor squad.

It is necessary that all the people should be protected from the wrongdoing of a few. If all men could understand the value and honor of respecting each other's rights, there would be little need in the world for courts or prisons. If each man took care not to hurt or cheat his neighbor, or to injure the person or property of another, how much better and happier everybody would be.

To live thus would be simply to obey the Golden Rule, which commands us "to do unto others as we would that they should do unto us."

### EXERCISE IN LANGUAGE. COMPOSITION

*To the Teacher:* — Place on the blackboard an interrogative outline of the story of the blind men, following the example given below. As an oral exercise let the pupils form complete statements as replies to the questions. Call attention to the title of the composition, defining its significance, capitalization, and punctuation. Thus, —

The Blind Men and The Elephant.

Who met an elephant? Had they ever seen an elephant? What did they want to know? What did they do?

*Written Exercises*

1. Write the title and the whole story, following the given outline and conforming to the given arrangement of the paragraphs.
2. Write the story from the dictated questions. Begin now, from this point on, to make the sentences longer by the use of simple connectives.

## LESSON L. REVIEW OF VERBS

*To the Teacher:* — Let the pupils memorize the principal parts of the following irregular verbs. Drill upon the words in an oral spelling-lesson and then use each in an oral sentence, emphasizing the correct use of the past participle with the auxiliaries *am, are, is, was, were, shall be, will be.*

| *Present* | *Past* | *Past Participle* |
|---|---|---|
| know | knew | known |
| catch | caught | caught |
| begin | began | begun |
| come | came | come |

| *Present* | *Past* | *Past Participle* |
|---|---|---|
| seek | sought | sought |
| find | found | found |
| choose | chose | chosen |
| do | did | done |
| go | went | gone |
| say | said | said |
| bring | brought | brought |

EXERCISE IN PENMANSHIP

*To the Teacher:* — It will be found of great help to the pupils to use the blackboard for practice in the writing of numbers and signs.

1 2 3 4 5 6 7 8 9 0

¢ $ % & + − × ÷ =

. , : ; ,— " " ? !

## LESSON LI. TAXATION [1]

We have seen that the work carried on by the city is wholly for the benefit of the people. The city pays for schools, builds bridges, and maintains waterworks. It paves and cleans the streets, cares for the parks and playgrounds, and pays the wages of all the public workers, such as school-teachers, firemen, and policemen.

Like any other working body the city must have money with which to pay for all this work. This money must be given to the city by the people. So we have a system of taxation by which all the people unite in pay-

[1] Procure a copy of a recent treasurer's report for the local community, and refer to it for the necessary information in further discussion of this subject.

ing the community bills, each one paying his fair share for the benefits enjoyed by all.

A tax is a charge of money laid or levied upon persons or property, to pay the cost of government. The property taxed may be of two kinds. It may be real estate, such as land or buildings. Or it may be personal property, such as furniture, animals, or stock in trade.

At a certain time each year, city officials called Assessors inspect all the real estate and other taxable property in the city, and declare its taxable value. This is called assessing the property. Due notice is given in order that everyone may state the value of his personal property. Thus, if a man feels that he has previously been unfairly taxed, he may be able to prove to the assessor that he should pay less.

When the work of assessment is completed, the rate of taxation is decided. The rate is the part or per cent of his property that each citizen must pay as taxes in order that the city may raise the total amount necessary to pay its expenses.

Later each taxpayer receives his bill and is given a certain time in which to pay his taxes.

The city depends mostly on this property tax to meet its needs. It is the duty of every citizen to make an honest statement about his property and to pay a tax to help carry on the work of the city. The Government could not live without this support. Without a government the right of holding property would be lost.

You remember that just after the War of Independence, business in the colonies was almost ruined. This was because Congress had no power to raise money.

Just as soon as the new Constitution gave Congress power to levy taxes, business began to mend.

Under our form of government the people really tax themselves. So it is unjust and dishonest for anyone to try to avoid paying his fair share of the public debt. Even if a man thinks that the taxes are not wisely spent, he will not make things any better by trying to avoid paying the amount assessed upon his property. He should use the power within his reach, that is, the right of suffrage, for bringing about a better state of affairs. When a community is well governed the money paid into its treasury by the taxpayers more than returns its value to them.

### QUESTIONS FOR INVESTIGATION

Where does the city get its power to levy taxes? What is a sinking-fund? A budget? A fiscal year? What property in this community is not taxed? How is the tax-rate determined?

What was the total assessment and the tax-rate in the city this year? What is the tax-roll?

When and to whom are taxes paid?

What are license fees?

What other sources of income has the community?

Define poll-tax, income tax, franchise tax.

What is a special assessment? What are "damages"?

How does a tenant pay taxes?

How are county taxes raised and paid?

Is all the city tax-money spent for the city alone?

Make a list of the objects of public expense.

## LESSON LII. OBEYING THE LAW

Government may be said to be the voice of all the people speaking to each one of us. Laws tell us what is

right and what is wrong. Government tells us what is best for each and for all, and then simply asks us to respect and obey the law. That is not asking much of us in return for all it gives.

In this country respect for the law is as necessary as obedience to the law. A man shows his respect for the law by respecting the officers of the law. He shows his respect in another way, and that is by obeying the laws of the different city departments which carry out the work of government. For these rules or regulations, as well as all other laws, are meant for the protection and welfare of the whole community. Whenever a man breaks one of these laws, therefore, either through ignorance or with evil intent, he hurts not only himself but all others.

There is an old fable which tells the story of two foolish goats. They met on a very narrow foot-bridge which crossed a deep stream of water.

Neither goat would let the other pass. There is a law which demands in such cases that each should turn to the right. Perhaps the goats did not know about this law; or perhaps they refused to obey it.

However, they locked horns and fought for the right of way. As they might have expected, both fell into the water and were drowned.

This fable teaches that justice and right are never obtained by force or quarreling, or by breaking law. It is true that under a free government like ours, mistakes in government may sometimes happen. That fact, however, does not give a man the right to take the law into his own hands. The people need no other means for

correcting such mistakes than those of free speech and free vote.

All reforms must come through law and by peaceful methods. The people who try to change the government by force or by such rough means as raising riots, mobs, or by using weapons, are sure to fail and to receive severe punishment.

In the United States, law means liberty because the law is the free will of the people. Then that man alone is truly free who is able to rule himself and to submit his own will to the higher authority, the authority of the law.

### EXERCISE IN LANGUAGE. COMPOSITION

*To the Teacher:* — Proceed as in Lesson XLIX, using the fable in Lesson LII as the subject of the oral and written exercise in composition.

## LESSON LIII. VOWEL SOUNDS — *e*

*To the Teacher:* — Drill upon the equivalents of the vowel sounds, for sight recognition and pronunciation. Study the columns from top to bottom and then across the page, finishing the lesson with an oral and written drill in spelling. In all word-study, from this point on, apply the phonetic knowledge acquired.

$\bar{e}$ = *ee, ea, eo, ei, ie, ey*
$\breve{e}$ = *ea, ei, eo, ie, u, ue, a, ai*

| $\bar{e}$ | $\bar{e}$ | $\breve{e}$ | $\breve{e}$ |
|---|---|---|---|
| f*ee*t | b*ea*ch | f*ea*ther | l*eo*pard |
| sn*ee*ze | st*ea*l | l*ea*ther | fr*ie*nd |
| d*ee*r | st*ea*m | br*ea*d | b*u*ry |
| n*ee*d | p*eo*ple | br*ea*kfast | g*ue*ss |

| ē | ē | ĕ | ĕ |
|---|---|---|---|
| f*ee*l | rec*ei*ve | d*ea*th | *a*ny |
| b*ea*m | k*ey* | l*ea*d | m*a*ny |
| l*ea*f | f*ie*ld | br*ea*th | s*ai*d |
| pl*ea* | f*ie*rce | h*ei*fer | ag*ai*n |

## LESSON LIV. THE HEALTH OF THE CITY[1]

"An ounce of prevention is worth a pound of cure" is an old saying. This is very true as regards matters of health. For it is much easier and wiser to keep well and to help others to keep well than it is to give time, strength, and money to get health back if it is once lost.

In every community there is a Board of Health whose work it is to protect the people from sickness. Every child and adult in the community has certain rights to health in the home, the school, the street, and the shop. These rights are guarded by the Sanitary Code, or list of health ordinances. As these laws are made for the benefit of all, they should be obeyed by all.

These are a few of the duties of the Health Department. It regulates the sale of food, in order to prevent spoiled fish, meats, and vegetables, and impure milk from being offered at the markets. It controls the construction of new buildings, in order to make them safe and healthy to live in. It provides public hospitals,

[1] If practicable, a copy of the local Sanitary Code should be procured, and explained to the class. In this and succeeding lessons, make application of such health ordinances as may be of immediate value.

including those for persons having contagious or infectious diseases.

The water used in a city must be pure, or the health of the people will suffer. The control of the water supply is, therefore, usually given to a department of the city government. Another department attends to the work of street cleaning. No city can be kept clean and healthy if the streets are allowed to remain dirty. Everyone of us, therefore, should do his part by being careful not to break the rules of this department. Never throw any waste into the street, for dirt breeds disease.

It is a fact that even such a small matter as allowing water to stand in the back yard will harm the health of many people. For this stagnant water will breed mosquitoes and *mosquitoes carry malaria.* The water should be drained off or the pool filled up with earth.

Let us call to mind a few common but important laws which help to give good health in the home, the street, and the shop. Not all of these laws will be found in the Sanitary Code, for many of them must be made and obeyed by each one for himself.

Don't live in a tenement that has not plenty of light and sunshine. Pay a little more for rent and less to the doctor.

Don't keep the windows shut. Fresh air means health.

Don't let too many people live or sleep in one tenement. Keep the rooms sweet and clean.

Don't allow water or rubbish to stand in the cellar.

Don't throw refuse into the street. It poisons the air and causes disease.

Don't allow garbage to stand uncovered. The fly is

a deadly enemy to health. The fly carries disease everywhere. But it can't live where there is n't filth. Clean up the back yard and the fly will go.

Don't drink water from a river or lake unless you first boil the water. It may cause typhoid fever.

Don't buy or eat spoiled fish, meat, fruit, or any other spoiled food.

Be careful of adulterated sugar, flour, jelly, painted candy, and other unsafe foods. An adulterated food has something cheap, and often poisonous, mixed with the pure food. Whenever you buy a package, or can, or bottle of food, look for the label of the Pure Food Law of the United States. It is usually safe to buy a package which has a label reading something like this: —

Guaranteed under the Food and Drugs Act June 30, 1906

Don't buy anything in a store that is dirty, or where the food is exposed to the dust and flies.

Don't handle the food before buying it, or allow others to do so.

Don't eat fruits and vegetables until they have been washed.

Report to the Board of Health any case of sickness which you think may be contagious. If the disease is in your home, obey strictly the laws of quarantine. If you have n't been vaccinated have it done at once and so prevent the chance of catching smallpox.

### EXERCISE IN LANGUAGE. CONTRACTIONS

*To the Teacher:* — Select from the text examples of contracted forms. Furnish also examples of all other common contractions.

The class should be shown the derivation and formation of each contraction. Drill upon the forms for spelling. Each form may later be used both in oral and written sentences. Thus, —

*do not* *don't*

Flies *don't* like cleanliness.

## LESSON LV. TUBERCULOSIS, OR CONSUMPTION [1]

Consumption is a disease which everybody knows about. Doctors call it tuberculosis of the lungs. The disease is found almost everywhere, but chiefly in large cities.

The cause of the disease is a germ. This germ enters the body usually through the lungs. Tuberculosis is not caused simply by a cold, although a cold makes it easier for a person to take the disease.

The chief cause for the spread of this awful disease is the filthy habit of spitting. The matter coughed up and sneezed out by the consumptive is full of living germs too small to be seen. When this sputum, or spit, dries, the germs still live and are ready to float about as dust in the air. They are soon breathed into the lungs and so may carry the disease to other people. For everyone at one time or another in his life breathes into his lungs the germs of tuberculosis. If he is in good health

[1] Interpret the local ordinance against promiscuous spitting. Give information as to the local tuberculosis sanatoria, dispensaries, day-camps, open-air schools, etc. It is suggested that literature distributed free by these organizations be brought into the class for discussion. Pupils also should be encouraged to attend local exhibits and lectures relative to this subject.

he does not catch the disease. Tuberculosis fastens quickly, however, upon the person who is in poor health, or, as we say, "all run down."

Tuberculosis is not inherited. A person may inherit poor health, which makes it easier for him to take tuberculosis. But the only way in which anybody really gets this disease is by the germ entering the body.

One consumptive may give the disease to many others. Children often catch it from older people. The children suffer mostly from tuberculosis of the bones, which is apt to show itself in the crooked back, or in hip disease.

Anybody who does not have the disease must be careful not to catch it. The germ of tuberculosis lives best in houses and shops that are dark, damp, and dirty. Dirty shops and stores, dirty saloons and dance-halls are the very places which breed tuberculosis.

Even healthy people are in danger all the time from this disease. It hides in impure air, in all dark and dirty places, ready to fasten itself in their lungs or throat. Sunshine, pure air, and cleanliness in the home and workroom, are the very best foes of tuberculosis.

The best advice to all, then, is keep as well as possible. For the healthier the body the harder it is for the germs of tuberculosis to grow in it. If you wish to keep well and strong and so be safe from this "white plague," try to live by the plain advice given you in these lessons.

### EXERCISE IN LANGUAGE. THE NEGATIVE

*To the Teacher:* — Review the negative contractions already taught. Each should then be used in sentences, illustrating respectively a negative command, a denial, and an interrogation. Empha-

sis should be made incidentally on the correction of such common mistakes as the use of *don't* for *does n't, ain't* for *is n't,* etc. Use the sentences for the written exercise. Thus, —

*Don't* live in a dark room.
We *don't* want to be sick.
*Don't* they know the danger of spitting?

EXERCISE IN PENMANSHIP

*Over-work, bad air, and late hours lead to consumption.*

## LESSON LVI. TUBERCULOSIS, OR CONSUMPTION (*continued*)

Tuberculosis *can be cured* if early steps are taken. If the disease is neglected, it almost always ends in death. If you suspect that yourself or somebody in your family has the disease, go to the doctor at once. If you have a slight cough lasting over a month, night sweats, loss of flesh, fever in the afternoon, and are not able to do your work well, there is danger. The secret of curing consumption is to discover it when it first begins. Therefore never neglect a cold or a cough.

If you cannot afford to go to a skillful doctor, go to the city tuberculosis society. You will then receive the proper help and so stop the disease in time. Follow carefully the advice of the doctor and the nurses, and do not stop too soon. Remember that even when you begin to feel better you are not yet cured.

The best method of treatment is the sanatorium treat-

ment. But the disease may be treated at home if you obey the doctor and visiting nurse. The public dispensaries will give you free advice and free treatment, if you are unable to pay for it. So there is no reason why you, or anyone who has tuberculosis, cannot be cured. But you must obey these rules: —

Don't waste your money on patent medicines or advertised "cures," but go to the doctor, or to the dispensary for medicine.

Don't drink whiskey or other forms of liquor.

Don't forget that wholesome food, with plenty of milk and eggs, sunshine, fresh air night and day, and rest of mind and body, are the best and surest cures. Sleeping outdoors in a tent, or on the porch or roof, has cured many cases of tuberculosis.

Many people have tuberculosis and do not know it. So there is great danger of their giving the disease to others. Therefore, anyone who has the least signs of tuberculosis must be very careful about certain things. These rules are for such people: —

Don't swallow your sputum, but —

Don't spit on the sidewalk or the floor. It is dangerous and it is against the law. Let us all try to obey this good law against spitting, both for our sake and the sake of others.

Don't spit into your handkerchief, but use a small piece of cloth or paper and burn it as soon as you can. Or spit into a spittoon half-full of water. Wash out the spittoon every day with boiling water.

Don't cough or sneeze without covering the face.

Don't eat with soiled hands. Wash them.

Don't allow a room to be swept with a dry broom, or dusted with a feather duster. Clean a room with a damp mop or cloth. Dry sweeping and dusting stir up germs and start them moving.

Don't allow anyone to touch a cup or towel or anything else, which your lips have touched.

Remember that the Board of Health will help you to clean and disinfect your house after any case of tuberculosis. Have faith in getting well, and don't worry or give up. The careful and clean consumptive is not dangerous to those with whom he lives and works. Then never forget that others are ready and willing to help you in this fight against this terrible disease *if you will only help yourself.*

*Topics for Discussion*

1. The care of an arrested case of tuberculosis.
2. Living and sleeping outdoors.

EXERCISE IN LANGUAGE. THE NEGATIVE

*To the Teacher:* — Select, especially from the daily conversation of the pupils, many examples of the use of the negatives, in order to correct the common error of using a double negative. Write the examples as sentences on the blackboard, allowing the pupils to substitute the correct word in each case. Use the sentences for the written exercise. Thus, —

Don't do —— to harm your health.

EXERCISE IN PENMANSHIP

*Fresh air, good food, rest, sunshine and life in the country cure consumption.*

## LESSON LVII. HERCULES AND THE WAGONER

One day a wagoner was driving his cart along the road.

The road was very muddy and the cart was heavy. So the wheels stuck fast in the mud. The horse could not move the cart.

But the wagoner did not try to help the poor horse. Instead of that, he began to pray to Hercules to come and help him.

Hercules did come. But he was angry at the wagoner for being so lazy. He scolded the man and told him to get up and put his shoulder to the wheel.

The wagoner obeyed and began pushing on the wheels. Then, indeed, Hercules was willing to help the man out of his trouble.

### EXERCISE IN LANGUAGE. COMPOSITION

*To the Teacher:* — After reading the fable let the pupils reproduce it in the following manner. Write on the blackboard a word suggestive of the thought in the first sentence (*wagoner*); let the pupils form the first sentence orally. The whole selection may thus be composed orally, retaining the paragraph structure. The pupils may then write the fable independently, using as an outline the given list of suggestive words.

## LESSON LVIII. VOWEL SOUNDS — *i, o, u*

*To the Teacher:* — Drill upon the following vowel equivalents until they can be recognized at sight without the diacritical marks. The words should then be studied for pronunciation, meaning, and spelling.

ī = *ie, ui, ei, ai, uy, oi*
ĭ = *ui, u, ie, ee, e, o*
ō = *oa, oe, ou, ow, ew*
ū = *eau, ew, iew, ue, ui*

| ī | ĭ | ō | ū |
|---|---|---|---|
| d*ie* | b*ui*ld | r*oa*m | b*eau*ty |
| tr*ie*d | g*ui*lt | f*oa*m | bl*ew* |
| g*ui*de | b*u*sy | f*oe* | f*ew* |
| q*ui*re | s*ie*ve | sh*ou*lder | n*ew*s |
| h*ei*ght | b*ee*n | c*ou*rt | v*iew* |
| *ai*sle | pr*e*tty | *ow*e | d*ue* |
| b*uy* | *E*nglish | gr*ow* | s*ui*t |
| ch*oi*r | w*o*men | s*ew* | j*ui*ce |

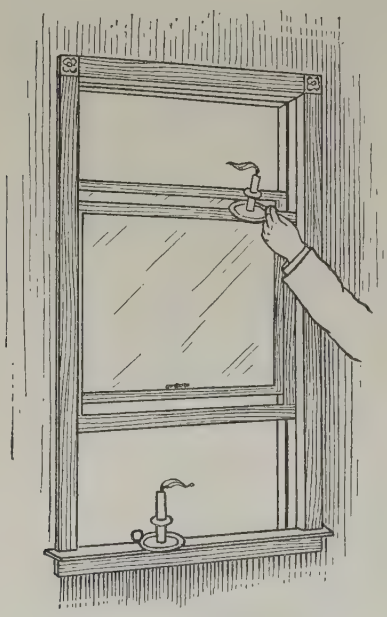
## LESSON LIX. VENTILATION AND FRESH AIR [1]

The air in any room in which there are people is growing bad all the time. People breathing, lights burning, food cooking, and many other things cause the air to become unfit to breathe. The smaller the room or the more people in it, the faster the air becomes bad. Of

[1] Demonstrate in the school-room the various simple methods of ventilation. A physical exercise also should be given the class to demonstrate correct deep breathing.

course if the room is closed and has no fresh air coming in, the air is really poisonous.

Whenever you go into a room from outdoors, notice how the air smells. Even if the air does not smell bad, if all the windows and outside doors are shut tight, the room needs a change of air, or ventilation.



A LESSON IN VENTILATION

On a calm, cool day, when there seems to be no current of air, the direction in which the air moves in a room can be shown by holding a lighted candle before an open window or door; when the candle is held low down the flame will point into the room, and when held up high it will point out. (Committee for Prevention of Consumption of the Associated Charities, Washington, D. C.)

In ventilating a room always remember that *cold* air is not always *fresh* air. Cold air from a hall or a cellar is not fresh air. Fresh air is air coming in directly from outdoors. It may take a little care to keep the air in the house pure, and it may cost a little more to keep it warm enough, but both care and cost are repaid in better health for the people in the house.

A simple way to ventilate a room is to open two opposite windows, or a door and a window, and let the air blow through the room for a few moments. Or another good way is to raise the windows a few inches at the bottom, and pull them way down at the top.

When ventilating a room there is sometimes danger of catching cold from the draft, or current of air. It is a very simple matter for a person to move away from the draft, or leave the room for a few minutes.

Colds, however, are caught far more easily from other causes than a draft of fresh air. Bad air, clothing not suited to the season, going without rubbers or overshoes, or wearing low shoes, or shoes with thin soles in winter — all these things cause colds and may lead to consumption.

Perhaps there is no habit which helps more towards good health than the habit of deep-breathing. Breathing deep will improve the health of anyone and will do wonders towards curing the early stages of tuberculosis. If this habit of deep-breathing is faithfully kept up, in time the flattened and sunken chest will begin to round out and widen, as the lungs grow larger and stronger.

Hold the head erect, throw the shoulders back, and take a deep breath through the nose. Hold the air in the lungs a few seconds and then let it go slowly through the nose.

Practice this habit of taking a deep breath as often as you think of it. If you do it once in every three or four minutes while walking outdoors, and as often as every half-hour while working indoors, you will in time notice the result in new strength and better health.

### EXERCISE IN LANGUAGE. THE ADJECTIVE

*To the Teacher:* — Give many examples of the use of the descriptive adjective. Thus, —

We should breathe *pure* air.

To the class: — What word in the above sentence tells about or describes the air?

A word that describes the meaning of a noun is an *adjective*. Name the adjectives in each of the given sentences and tell what each describes.

*Written Exercises*

1. Copy the sentences from the blackboard and then write them from dictation.
2. Review Lesson XVII and from a list of proper nouns form derivative proper adjectives and use in sentences. Thus, —

   He was an *Italian* sailor.

3. From a given list of verbs form participial adjectives and use in sentences. Thus, —

   A *smoking* lamp poisons the air.

## LESSON LX. HEALTH FOR EFFICIENCY [1]

A man's success in life is often thought to be due to his luck, or to his unusual ability, or to chance. Very often, however, it is due to nothing but the fact that he is doing the work for which his strength and health are best fitted. In other words, a man's body must be strong enough to do well the work by which he earns his living. He will then be able to give satisfaction to his employer, earn good wages, and win promotion.

The time is coming when every workman will have to prove himself strong in body before he will be hired to do certain kinds of work. Even now in many cities young boys are obliged to pass a test for sound teeth, eyes, ears, and lungs, before they can have their "work papers."

[1] In connection with this lesson, give detailed supplementary lessons on the care of the teeth, nails, and eyes.

Good health is the poor man's stock in trade. It is his business capital. No one can afford to be careless of his health and appearance even in small matters, for it is a fact that "good teeth help to pay the rent."

Good health is something that must be carefully watched, for it may be easily lost. If you are so unfortunate as to have lost this blessing, much may still be done to get back the health of the body. But much depends upon you yourself.

You have learned the laws for keeping in good health, and if sickness or weakness of body comes, some law has been broken.

Are you overworking or doing work which is too hard for you? Are you working in a dark, crowded, or damp place? Is there proper heating and ventilation in your home and in your workroom? Are you working at a so-called "dangerous" trade? People who work with lead, for example, often suffer from lead-poisoning. Perfect cleanliness and care of the body will help to prevent such danger. If you have throat trouble or weak lungs, do not work at stone-cutting, or in foundries, or at any trade which causes fine dust to fill the air all the time.

Eat good food such as meat, bread, eggs, milk, fruit, and vegetables, and have it well cooked. Eat slowly and chew the food well.

Sleep eight hours at night. Keep a window open in the room while you sleep. Take plenty of exercise out of doors or in a gymnasium. Enjoy walking, skating, and such games as baseball and hand-ball.

Take a warm bath with soap at least once a week and a cold bath each day. Change the clothing often. Take

good care of the teeth, for a healthy mouth means good digestion and good looks.

The eyes, the nose, and the ears need care also. Any redness or soreness of the eyes may be a dangerous disease and may end in blindness. Do you breathe with the mouth open all the time? This means that there is trouble in the throat, nose, or ear, and often this trouble ends in deafness. Consult a doctor whenever you notice any troubles like these.

The finger nails and the hair often tell the story of a person's health habits. Take good care of the nails for the sake of cleanliness. Keep the hair well washed, combed, and brushed, but do not use oils or hair tonics.

### EXERCISE IN LANGUAGE. THE ADJECTIVE

*To the Teacher:* — Review Lesson XVIII. Define the articles *a, an, the,* as *limiting adjectives.* Further work in the use of this class of adjectives may be taken up by selecting from the text examples of the use of the *numeral adjective* and the *distributive adjective.* Use the sentences for dictation work. Thus, —

Health helps to pay *the* rent.
Sleep *eight* hours at night.
Health is *every* man's right.

## LESSON LXI. THE USE OF STIMULANTS AND DRUGS [1]

More than sixty years ago Abraham Lincoln tried to teach the American people, by word and example, the

[1] Supplementary lessons should be given in explanation of health items in current newspapers. Clippings should be brought into the class by the teacher and pupils. The pupils should be trained to distinguish items and advertisements of educational and hygienic value, from the objectionable and fraudulent ones.

evils of using strong drink. He went about giving lectures on temperance, and he wrote out a pledge which he asked his friends and neighbors to sign. His work has lived, for even at this day many young people are taking the temperance pledge and keeping it.

There is a common idea that drinking a little alcoholic liquor will do no harm. But it has been proved by medical tests that the steady use of even a little alcohol causes a steady loss of strength in mind and body. More than this, one of the worst evils of alcohol is, that it makes a craving for more, and so the drink habit grows. If a man never takes the first drink he will never take the second. We have learned that it is far easier and better to prevent an evil than to cure it.

Someone has said, "Do not trust the cigarette fiend. He is idle and lazy and has no sense of honor." Indeed, the young man who smokes cigarettes to excess is an object of pity and distrust. He is known by his yellow fingers, yellow teeth, unhealthy look, short size, and disgusting habit of spitting. Sometimes his brain and body are ruined by nicotine, or tobacco poison.

An employer will not choose a young man who shows the signs of the cigarette habit. It is true that smoking a little will not harm men who have reached their full strength and growth. But to young boys tobacco is poisonous. Like tea and coffee for young children, tobacco will injure the health of boys under age.

Another bad habit which is harmful to the health is the use of drugs of any kind. It is a common habit for some people to run to the drug-store for "cures" in time of sickness. Many ready-made or "patent" medi-

cines on the market to-day are nothing but frauds and cheats. Many of them, too, are harmful because they are made of dangerous drugs and cheap alcohol.

A so-called "sure cure" for consumption often has morphine in it. Soothing syrups for the baby also, are likely to contain this poisonous drug. Many headache powders are made of drugs that do great harm to the heart.

This does not mean that all patent medicines are bad, for many of them are harmless. None of them, however, will do all the good they claim. Also, you usually do not know what drugs they contain, or *how* these drugs affect the body. So the safest rule of all is never to buy or to use any medicine except with the advice of a good doctor.

### EXERCISE IN LANGUAGE. THE ADJECTIVE

*To the Teacher:* — Review Lessons XXXV, XXXVI, using the pronouns in sentences as *limiting adjectives*. Use the sentences for the written lesson. Thus, —

*What* drugs are safe to use?

## LESSON LXII. REVIEW OF VERBS

*To the Teacher:* — Drill thoroughly upon the form and spelling of the principal parts of the following verbs. Then establish the three primary tenses by oral practice in correct forms, or by *conjugating* each verb, as in the following example. The pupils should copy in notebooks for reference one or more model conjugations. Thus, —

*Present Tense*

| | |
|---|---|
| I take | We take |
| You take | You take |
| He (she, it) takes | They take |

*Past Tense*

| | |
|---|---|
| I took | We took |
| You took | You took |
| He (she, it) took | They took |

*Future Tense*

| | |
|---|---|
| I shall take | We shall take |
| You will take | You will take |
| He (she, it) will take | They will take |

be; keep; help; have; depend; carry; protect; cough; breathe; suffer; fasten; pay; treat; obey; sleep; swallow; smell; blow; prove.

Repeat the above exercise in the passive voice, noting the change in sense.

## LESSON LXIII. EMERGENCIES [1]

Why do we lose millions of dollars and thousands of lives every year by fire? One answer to this question is — matches. You light a match and throw it away without looking to see where it falls. The match may drop into a pile of rubbish, and pretty soon there is a call for the firemen. Carelessness in the use of matches is to blame for nearly all the fires we have.

Of course there are other causes of fire, such as the careless use of kerosene and gasoline. If gasoline is left uncovered, it quickly passes off into the air as a gas. This gas stays in the air, especially if the room is closed, ready and waiting for a chance to explode. This gas is

[1] It is suggested that by oral discussion practical suggestions be given the pupils for meeting emergencies that may be of common experience, such as first aid in cases of street accidents, wounds, fainting, drowning, and poisoning. Helpful chapters will be found in Dr. Woods Hutchinson's *A Handbook of Health*. In connection with this subject mention may be made of the Red Cross Corps and the Carnegie Hero Fund.

more dangerous than gunpowder. Even a lighted lamp in a room where this gas has formed will often cause an explosion.

A woman lost her life not long ago by such an explosion. She was washing a silk waist in gasoline. She rubbed the silk hard between her hands. The heat caused by rubbing the silk set fire to the gas which was in the air. Then her clothing caught fire and she was burned to death. The woman did not know that rubbing silk cloth will cause an electric spark. Even a small spark will cause gasoline to explode. If you must use gasoline, try to use it outside the house and quickly, or in a room in which there is no fire or light.

If you should ever get caught in a fire, keep a clear head, think fast, and be sensible. If you are in a crowded theatre or any public hall, do *not* call out, "Fire!" Instead, give the alarm quietly to one of the ushers.

If you are at work in the factory, give the alarm to the people near you. Try to escape by the stairway. If it is on fire, take the fire escape and climb down carefully. Don't rush, or crowd, or push.

If there are no fire escapes, stand in the window until the firemen see you. Don't jump until the firemen have the life-net ready. Look up into the sky, not down, let the muscles go loose, and jump at once. You will be safely caught in the net.

Suppose you should discover a fire in a house. Ring in the alarm at the nearest box at once. Then, if you can, try to put out the fire. First shut all the doors and windows so as to shut out the air, for air feeds fire. Then bring water or a fire extinguisher as quickly as possible.

Do you and those working with you know where the nearest alarm box is? Ask your teacher to tell you how to ring in the alarm. Do you know just where the EXITS are in your building? Are they free and open? Are there fire extinguishers at hand? Do you know how to use them? Are the people in your building trained to march out in order when a signal is given? Fire drill is one of the best means of saving life.

If your clothing should ever catch fire, lie down and roll over and over. This smothers the fire. Do not run. This will make the fire burn harder. If another person is on fire, wrap quickly a rug or any thick blanket around him. Be sure to wrap the blanket from his head towards his feet, as flames always go up, not down.

If the burn should be large, call the doctor. Do not draw the clothing off over the burn, but cut it away. Do not try to clean the burn. While waiting for the doctor, the best thing to do is to keep the whole part covered in a warm bath.

A book written by a doctor has this advice about a small burn: "The first thing to do is to coat it over so as to shut out the air. Sprinkle baking soda or clean flour over the burn; or lay over it a clean cloth soaked in perfectly clean olive oil or vaseline. Wrap up in a soft, clean cotton rag." [1] Be sure that whatever you use is perfectly clean.

### EXERCISE IN LANGUAGE. COMPARISON OF ADJECTIVES

*To the Teacher:* — By use of objects give several examples of the three degrees — positive, comparative, and superlative — of each

[1] Adapted from *A Handbook of Health*, by Woods Hutchinson, M.D.

of the following adjectives, and define each degree. Show the comparative and the superlative degree by comparison with the object possessing the simple or positive degree. Use each inflection in a sentence for the written work. Thus, —

This boy is *tall*.
But this boy is *taller*.
That boy is the *tallest* of all.

| | | | |
|---|---|---|---|
| large | thick | wide | red |
| high | small | hard | near |

Compare the following adjectives, irregularly: —

| | | | |
|---|---|---|---|
| good | bad | many | much |

## LESSON LXIV. THE HUMANE TREATMENT OF ANIMALS

God gave us power over dumb animals that we might protect them, and that they might be of service to us. We, therefore, owe them kind care and treatment. For animals suffer as we do; they feel hunger and thirst, grow weary, feel the heat and cold. No animal should ever be abused, or killed for sport, for each has its use in the world.

Little children should be trained to be kind to animals. The child who is allowed to torture a cat is taking lessons in the way of living that may lead later to the taking of human life.

All over the world, kind-hearted and educated people are joining together in trying to protect dumb creatures from cruel treatment. Almost every city has its department for the protection of lost or suffering animals.

No one can do better work than to help relieve the suffering of these creatures who cannot help themselves.

Each one of you every day has it in your power to do some small part in this noble work, if you will only stop to think. Hear what the horse, one of the most faithful friends and helpers of man, asks of his master: —

### THE HORSE'S PRAYER[1]

"To Thee, my Master, I offer my prayer: Feed me, water and care for me, and, when the day's work is done, provide me with shelter, a clean dry bed, and a stall wide enough for me to lie down in comfort.

"Always be kind to me. Talk to me. Your voice often means as much to me as the reins. Do not jerk the reins and do not whip me when going uphill. Never strike, beat, or kick me when I do not understand what you want, but give me a chance to understand you. See if something is not wrong with my harness or my feet.

"Be careful that the blinders stand well out from my eyes. Do not overload me. Keep me well shod.

"I cannot tell you when I am thirsty, so give me clean, cool water often. I cannot tell you in words when I am sick, so watch me. Give me shelter from the hot sun, and put a blanket on me when I am standing in the cold. Never put a frosty bit in my mouth; first warm it by holding it in your hands.

"I try to carry you and your burdens and wait for you long hours of the day or night.

"And when my useful strength is gone, do not turn

[1] The teacher should read the selection for expression before giving it to the class.

me out to starve or freeze, or sell me to some cruel owner; but take my life in the kindest way and your God will reward you here and hereafter." [1]

*Topics for Discussion*

1. The laws against bird slaughter. The moral wrong.
2. The humaneness of Lincoln, Audubon.
3. If you should see a team stuck in the road and the teamster beating his horses, what would you do?

EXERCISE IN LANGUAGE

*To the Teacher:* — Study the selection, first for thought, and then for the features in which poetry differs from prose.

"He prayeth best, who loveth best
All things both great and small;
For the dear God who loveth us,
He made and loveth all."

*Written Exercise*

Copy the selection, observing that every line of poetry begins with a capital letter. Write the poem from dictation; from memory.

## LESSON LXV. DIFFICULT SOUNDS

*To the Teacher:* — Drill upon the following sounds until they are recognized at sight, in order to facilitate later work with the dictionary. Define the words and then use them for the exercise in spelling.

| | | |
|---|---|---|
| â (câre) | o͞o (mo͞on) | *oi* (*oi*l) |
| ẽ (fẽrn) | o͝o (fo͝ot) | n̲ (in̲k) |
| û (bûrn) | *ou* (*ou*t) | th (then) |

| | | | |
|---|---|---|---|
| shâre | hûrl | cro͝oked | thin̲k |
| âir | pûrse | sc*ou*r | than̲k |

[1] By permission of *Our Dumb Animals.* (*Adapted.*)

| | | | |
|---|---|---|---|
| scârce | fo͞od | *ou*nce | a̲nxious |
| hĕr | bo͞ot | cl*oud* | the |
| stĕrn | lo͞ose | d*oub*t | this |
| vĕrb | smo͞oth | v*oi*ce | with |
| ûrge | wo͝ol | ch*oi*ce | breathe |
| tûrn | go͝od | h*oi*st | bathe |

## LESSON LXVI. LEARNING ENGLISH

Why is the man of education able to earn more than the man of little or no education? The answer is this. The man of education has knowledge, or knows certain things which help him in his daily work. No matter what your work is to-day, you need for it a certain knowledge of the common branches of education such as spoken and written English, reading, and arithmetic.

Your greatest need, of course, is to be able to speak and understand the English language. No other one thing so quickly or so surely increases the earning power of a workman as a knowledge of the language of his fellow workmen.

You need also to know how to write correct English. This means that you should know how to spell the common English words, how to put your thoughts into sentences, and how to write sentences correctly. If you wish to carry on any business dealings, you will need to know how to write certain business forms. Often when a man applies for a position his use of spoken English, or his written letter of application, decides whether he gets work or not.

Education will not come of itself. You must do the greater part yourself, and you have every chance offered you for improving your education. Attend the evening schools and learn to speak, read, and write correct English. At all times listen to people who speak correct English and try to imitate them. When you know how to read, you can use books, newspapers, and magazines, and so increase your knowledge of many things.

A man may not know much English and yet he may be called a man of education. For whatever words he knows, he knows exactly. He pronounces, or speaks, each word correctly and he knows its exact meaning and use.

One of the very best ways for a man to educate himself is by the use of the English dictionary. The dictionary alone is the highest authority in word knowledge. It gives the exact pronunciation, spelling, and meaning of every word. More than this, the dictionary will give you new and correct information about any subject. This will help you in your daily work.

Form the habit, then, of using the dictionary for the study of words new or strange to you, especially when reading by yourself. At the end of this book is a "Brief Dictionary," arranged just like the larger ones. This will help you. Self-education is the surest way to knowledge, and knowledge is power, for "the man who knows wins success."

### EXERCISE IN LANGUAGE. COMPOSITION.

*Topics for Discussion*

1. Aids to education
   (*a*) The local public school system. Outline.
   (*b*) The local public library system. Interpretation.
   (*c*) Different classes of literature. Enumerate.
   (*d*) Correspondence Schools.
   (*e*) Art galleries; museums; concerts; lectures.
2. Famous artists, authors, poets, musicians.
3. Study of a famous picture.
4. Study of this book, its parts, etc. Care of books.

*Written Exercise*

Select from the above list a subject for a brief composition. Write from a given outline, following all suggestions heretofore noted in composition exercises.

## LESSON LXVII. THE DICTIONARY[1]

What a wealth of information in one book! It contains every word in the English language, and gives the pronunciation, spelling, and use of each. Let us learn how to use this wonderful book.

First ask yourself, whether or not you know the alphabet from memory. Not merely the twenty-six letters in their order, but do you know the proper place in

[1] Familiarity with the dictionary will probably help more than any other one thing in teaching foreigners the English language. This lesson is suggestive only, and affords opportunity for much supplementary drill. The intention of this and subsequent similar lessons is to acquaint the pupils with the parts of the dictionary — that is, the main vocabulary, the appendices, etc. Teachers should explain the proper method of reference to all parts of the dictionary and the use of the index. A single copy of the dictionary will serve the class for all practical purposes.

the alphabet of any given letter? Where in the alphabet does *m* come? *f*? *s*? State the relative position of other letters in the alphabet.

Open the dictionary. Notice that all words run in the order of the letters of the alphabet. Close the book. In what part of the book would you expect to find words beginning with *c*, *m*, *w*? Prove your statement in each case.

Observe that the first two, three, or more letters of each word also run in the order of the alphabet. Find ten short words beginning with *am*, *gl*, *tr*, *con*, *pred*. Find ten longer words beginning with any other sounds you have learned. Notice the index, or "guide-words," in the top line on each page. How do they help you in finding a word?

As soon as you are able to find words quickly and without the turning of many pages, you should next learn how to pronounce a new word.

Review all the sounds of the vowels and consonants you have learned. Then study the "key-words" in the bottom line of each page in the dictionary. Your teacher will explain any sounds in the key-words which are new to you. Study also how these key-words help you in pronouncing a new word.

Observe next that many words in the columns on the page are divided into two or more parts. Each such part of a word is called a syllable. Find five words of two syllables each. What is the accent mark and how is it used? Find words accented on the first syllable; on the second, and pronounce each. In pronouncing a new word, be careful of the accent and do not run the syl-

lables together. It is a wise plan to speak new words slowly.

Now you are ready to study about the meaning of words. The meaning of a word is its definition. Find the definition of ten words on page 124 of this book. Notice that a word often has more than one meaning and that each definition is numbered.

You may not be able just now to choose the right meaning for a certain word, but that power will come to you later. As you go on, you will learn also the meaning of the small letters and signs which are put before some of the definitions.

### EXERCISE IN LANGUAGE. THE ADVERB

*To the Teacher:* — Select from the text of review lessons many simplified examples of the use of adverbs. The examples should include adverbs of manner, time, place, and degree, respectively. Thus, —

He finds words *quickly* (manner).

To the class: — *How* does he find words? What word does *quickly* describe? Name the verb in each sentence and tell in each case what word modifies its meaning and how?

A word which *modifies* or makes plainer, the meaning of a verb is called an *adverb*.

*Written Exercises*

1. Copy the sentences from the blackboard, study the spelling of the new words, and then write the sentences from dictation.
2. From a list of given adverbs, form original sentences which show the use of the different kinds of adverbs.
3. Find in the text of review lessons examples of adverbs used otherwise than to modify verbs.

4. Review Lesson LXIII and then compare the following adverbs: —

| | | | |
|---|---|---|---|
| soon | far | good | brightly |
| often | near | much | softly |

## LESSON LXVIII. THE PARTS OF SPEECH[1]

All the words in the English language can be divided into eight classes called Parts of Speech. Each word is put into its proper class according to its use in a sentence. The parts of speech, most of which you have studied about, are as follows: —

*Nouns* and *Pronouns*, or words used to name persons and things.

*Verbs*, or words used to assert.

*Adjectives* and *Adverbs*, or words used to modify other words.

*Prepositions* and *Conjunctions*, or words used to show the connection or relation between other words.

*Interjections*, or words used to show feeling and which often stand alone.

*Written Exercises*

1. From the text of the preceding lesson, select and classify all the words you can, by recognizing their use in the sentence.
2. Arrange the words in columns under headings which designate the different parts of speech.
3. Study the *abbreviations*, or shortened names, of the parts of speech as used in the dictionary in defining words.
4. Practice dividing words into syllables. Do not use the hyphen except in compound words.

[1] At the discretion of the teacher, this lesson should be amplified to suit the progress and needs of a particular class.

# LESSON LXIX. A LETTER HOME

*To the Teacher:* — The most common use made of written language is in letter writing, and the established forms should be drilled upon in order that pupils may become familiar with the usage of both the business and the social world. Incidental to frequent practice in writing the parts of a simple letter (the heading, the address, the salutation, the body of the letter, the complimentary close, and the signature), discuss with the class the subject-matter to be introduced into letters sent to the pupils' home countries. Explain the advisability of representing truthfully the conditions in the United States, and the dangers, such as swindlers, fraudulent labor agencies, etc., liable to waylay the newcomer. The teacher will find helpful chapters on Letter Writing in Webster's *Elementary Composition*, and in the same author's *English for Secondary Schools*.

70 Twenty Third St.,
Cleveland, Ohio.
Sunday, Jan. 14, 1912.

Dear Brother John:

Since you wrote me that you intend to come to America soon, I have been thinking of you very often. I think that I ought to tell you some things that I have learned about this country.

As you know, I have often written to you that this is a good land for those who are young, strong, and who have good courage for hard work. And so, dear brother, I think you will do well to come.

But be very careful before you come not to sign for anyone a contract to work here. The laws of the United States forbid

such contracts, and for good reasons. After you have arrived in this country, be careful about taking help or advice from strangers. Seek the police officers for information.

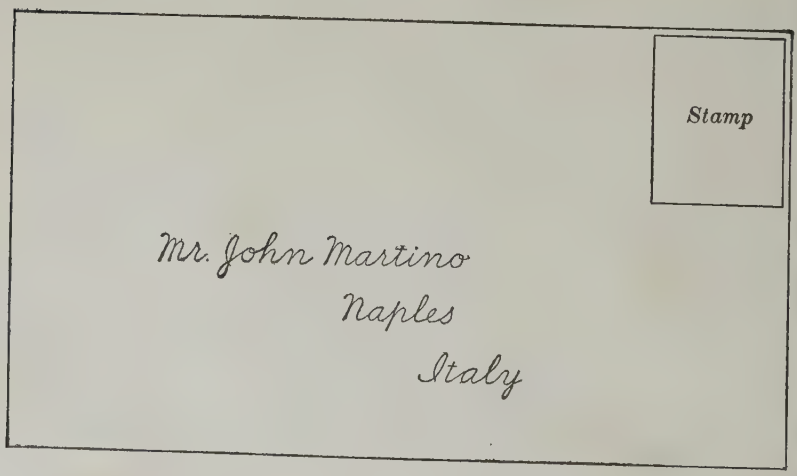
If Mari intends to come to America, please tell her all that I have told you. Warn her also that she must beware of any stranger who offers to take care of her, or of any strange man who offers her marriage.

With best wishes for a safe journey, I am

Your loving brother,

Luigi Martino.

Mr. John Martino
Naples, Italy.



*Written Exercises*

1. Copy the letter exactly, leaving a margin on the left side of the page. Write it from dictation.
2. Rule a rectangle on paper to represent an envelope and copy the *superscription* as given above. Repeat from memory.
3. Practice the correct folding, sealing, and stamping of letters. Write a return address.

## LESSON LXX. APPLYING FOR A POSITION

In asking for work, application may be made in person or by letter. If you should write a letter asking for a position, it is well to remember two things which make for success. The letter must represent you and the letter must make the right impression on the employer. For the kind of letter you send may make the difference between getting the position and not getting it.

The letter paper should be plain and good, not too fine or fancy, and the envelope should match. The paper should be folded to fit the envelope properly, and the writing should be in your own hand, plain, neat, and careful.

The different parts of the letter should be well placed on the paper and spelled and marked correctly. It is also a wise plan to write the whole letter on one page if possible.

Be direct, truthful, and polite in whatever you say in the letter and do not say too much. Tell your age, education, experience, and references. State also any other fact which you think may help you to get the position.

Sometimes it is wise to state what you expect to re-

ceive for wages and to ask about any chances which the position may offer for your promotion.

Enclose an envelope, stamped and addressed to yourself, and you will be more likely to receive a reply.

A letter which follows all these directions is very apt either to receive a favorable reply or be filed away for future use. Such a letter we shall now study.

279 East 123d St., Passaic, N.J.,
Sept. 3, 1912.

The Manhattan Dry Goods Co.,
New York, N.Y.

Gentlemen:

I am writing you at the suggestion of the employment agent of the Public Employment Office. He informs me that you are in need of a young man in your Shipping Department. I wish to apply for this position.

I am twenty-one years old and am attending evening school, preparing to enter later the evening Commercial High School.

I have had no experience in a business house. Since coming to the United States I have worked at other occupations. I am able to furnish references from several of my former employers.

Will you kindly write me and appoint a time to see and talk with me?

Very Respectfully,
Frank H. Albano.

Stamp

The Manhattan Dry Goods Co.,
879 Fifth Ave.,
New York,
New York.

*Written Exercises*

1. Compare this letter, its arrangement, etc., with Lesson LXIX.
2. Copy the letter. Write it from dictation; from memory, substituting personal name and address.
3. Write the superscription.
4. Practice writing the names of cities; of States and their abbreviations.

## LESSON LXXI. DIFFICULT SOUNDS

*To the Teacher:* — Drill upon the following equivalent sounds until pupils are thoroughly familiar with them. Give special attention to the pronunciation of the words in the last three columns. Conclude the lesson with an exercise in defining and spelling the words.

| | | | |
|---|---|---|---|
| â = ê, *ai*, *ea*, *ei*, *ay* | | û = *o*, *ou* | |
| ẽ = ĩ, *ea* | | n̲ = *ng* | |
| â | ẽ | û | n̲ |
| thêre | sĩr | work | lo*ng* |
| whêre | bĩrd | world | wi*ng* |
| *air* | skĩrt | worm | ha*ng* |
| b*ear* | thĩrst | worse | runni*ng* |
| w*ear* | thĩrty | worst | lu*ng* |
| th*eir* | bĩrth | worth | si*ng* |
| h*eir* | h*ea*rd | j*ou*rnal | spri*ng* |
| pr*ay*er | *ea*rly | j*ou*rney | stro*ng* |

## LESSON LXXII. ADVERTISEMENTS

*To the Teacher:* — Frequent practice in interpreting, answering, and writing advertisements of the sort given below will be of great practical assistance to the pupils. The examination in the class of the advertising columns of newspapers will add interest in this work.

WANTED. By a young man, a situation as chauffeur. Careful, competent driver, strictly temperate. Is able to do own repairs. Address F. B. C., 325 Third Avenue, City.

WANTED. By experienced girl, general housework or cooking. Is strong, willing, and can give best of references. Call at 758 Amsterdam Ave.

TO LET. A small house in a pleasant and quiet neighborhood. For details, address Joseph B. Allen, P. O. Box 1432, City.

FOR SALE. A farm of forty acres, all under cultivation. Price reasonable and terms easy. For full particulars, address Edward Cook, Agawam, Mass.

*Written Exercises*

1. Copy the first or second advertisement. Write it from dictation; from memory.
2. In answer to the third advertisement write a letter to Mr. Allen, asking for further information.
3. Answer the fourth advertisement. Write Mr. Cook's reply.
4. Write an original "want" advertisement.

## LESSON LXXIII. BUSINESS CORRESPONDENCE

A business letter should be in every way business-like. Usually it should be brief. The thought should be clear, and written down in a direct manner. Nothing should be put into a business letter which does not concern the matter in hand.

Be careful to have your penmanship neat and easy to read. Always sign business letters with your full name. Avoid abbreviations or brief forms of words, except those in common use. The dictionary contains a complete list of these common abbreviations. Use no figures except in writing dates or addresses. Sums of money should be written in both figures and words.

The written reply to a business letter should acknowledge the letter, giving its date, and briefly mentioning its contents.

Remember that only constant practice will enable you to write letters with ease. Refer often to the model forms given in this book, until you are able to write any simple business letter without help. Study carefully the

following letter. Notice in what way it differs in form from other kinds of letters, and always use this form when writing about any business matter.

### A BUSINESS LETTER

152 High St.,
Fall River, Mass.,
Feb. 8, 1912.

Messrs. G. and C. Merriam Co.,
Springfield, Mass.

Dear Sirs:

I have been advised to buy a good dictionary of the English language, and believe that your new edition of Webster's International Dictionary will be well adapted to my needs. Will you please send me a price list, and also tell me at what book-store in this city I may see the different styles in which the dictionary is published?

Yours very truly,
Joseph P. Field.

*Written Exercises*

1. Copy the letter. Write it from dictation. Write it from memory substituting personal name, address, etc.
2. Write a similar letter inclosing a money order for a subscription to some periodical.

3. Practice writing and spelling the names of the days and months. Write the abbreviations of the same. Write the names of all our holidays.
4. Write the names of the leading business firms of this community. Write the names of ten books; of ten streets.

## LESSON LXXIV. AN ORDER FOR GOODS

*To the Teacher:* — Explain all new terms or abbreviations.

421 North Seventh Street,
Duluth, Minn.,
Dec. 23, 1912.

Messrs. Edward F. Smith & Co.,
326 South Wabash Ave.,
Chicago, Ill.

Gentlemen:

Please ship by freight over the Duluth and South Shore Line the following goods:

3 hf. cht. English Breakfast Tea
25 lb. Choice Japan Tea
5 hf. bbl. Gluten Flour
35 2 lb. cans Java Coffee

You will find enclosed a check for $165.25, in full payment of our account to date.

Yours truly,
F. S. Dunton & Son.

326 South Wabash Ave.,
Chicago, Ill.,
Dec. 24, 1912.

Messrs. F. S. Dunton & Son,
Duluth, Minn.

Gentlemen:

Your letter of December 23 containing your valued order is at hand. We acknowledge receipt also of your check for $165.25 which we have credited to your account.

We shall make prompt shipment of your goods and trust that they will reach you in good order.

Hoping to be favored with further orders we are

Yours truly,
Edward F. Smith & Co.

*Written Exercises*

1. Copy the letter and the reply. Write each from dictation.
2. Write a similar letter containing an order for dress-goods. Write the reply. Write the superscription in each case.

## LESSON LXXV. PRACTICE IN WRITTEN FORMS

Name and define the parts of a formal letter, familiar and business forms.

Define the following abbreviated titles; studying each for the spelling of the full and abbreviated forms: —

| | | | | |
|---|---|---|---|---|
| Mr. | Messrs. | Hon. | Col. | Esq. |
| Mrs. | Rev. | Dr. | Jr. | D.D. |

Name five different forms of salutation; of conclusion, to a letter.

Write a letter to a friend telling him about your work in the evening school. Follow the form given in Lesson LXIX, using, however, different forms in the salutation and the close.

Write a letter to the publishers of this book purchasing one copy. Write as if you were to inclose a money order in payment. Follow the form given in Lesson LXXIII.

Following models given by the teacher, write: —

A short letter of sympathy.
An invitation; the acceptance.
A note of thanks for a gift received.

## LESSON LXXVI. ARITHMETIC

*To the Teacher:* — Drill upon all new arithmetical words and terms for definition and spelling in this and subsequent lessons. Note that the examples given are typical only, and offer suggestion for more extensive work.

Read these numbers: —

1 2 3 4 5 6 7 8 9 0

Write them in order and correctly, as we have learned on page 93. This is the Arabic system of writing num-

bers and is the one in common use. It is so called because the Arabs first taught it to the people of the Old World.

1. Read the following: —

968 2,184 92,186 356,104 7,140,001
33,461,872 186,432,719

2. Write figures from oral dictation, and from the written words.
3. What do we call the first place, counting from the right? the second place? the third place? the fourth, fifth, and sixth places? the seventh, eighth, and ninth places? To make it easier to read a number, commas are used to separate the millions from the thousands, and the thousands from the hundreds.

Another system of writing numbers is called Roman because it was first used by the ancient Romans. Can you tell whether it is often used now? What are some of its uses? What is the number of this lesson? Practice reading and writing the following seven letters and their combinations: —

| I | V | X | L | C | D | M |
|---|---|---|---|---|---|---|
| 1 | 5 | 10 | 50 | 100 | 500 | 1,000 |

## ADDITION (+)

1. Practice sight addition of the following combinations until you can name the results instantly. Add the groups from left to right, top to bottom, etc.

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 4 | 4 | 7 | 8 | 9 | 8 | 5 | 5 | 5 | 6 | 6 | 8 |
| 3 | 6 | 7 | 9 | 9 | 8 | 3 | 4 | 6 | 6 | 9 | 5 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 7 | 7 | 4 | 9 | 7 | 6 | 7 | 5 | 3 | 4 | 5 | 7 |
| 3 | 5 | 8 | 3 | 8 | 7 | 9 | 9 | 8 | 9 | 8 | 4 |

2. Add in the same way groups of three figures, given by both oral and written dictation.
3. Practice adding, at sight, combinations such as the following. With these larger numbers, add the units as in the first Exercise, and think of the tens as increased by 1.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 27 | 77 | 95 | 84 | 96 | 88 | 42 | 73 | 97 | 54 |
| 7 | 8 | 9 | 9 | 8 | 9 | 9 | 8 | 5 | 9 |

4. Count by 2's from 29 to 77; by 7's from 18 to 67, etc.
5. Copy and add the following numbers. Be careful to make good figures, and to arrange them in straight vertical columns. Prove each result by adding the columns from top to bottom after you have added them in the usual way.

| | | | | | |
|---|---|---|---|---|---|
| 49 | 375 | 975 | 2,146 | 3,127 | 25,040 |
| 37 | 268 | 29 | 3,449 | 286 | 3,147 |
| 16 | 376 | 438 | 5,009 | 39 | 69 |

6. Practice adding columns of numbers dictated by the teacher.

## SUBTRACTION (—)

1. In the following combinations, give the number that, added to the smaller number, makes the larger: —

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 7 | 9 | 7 | 12 | 11 | 12 | 11 | 18 | 17 | 15 | 13 | 16 |
| 3 | 4 | 2 | 9 | 2 | 8 | 7 | 9 | 8 | 7 | 4 | 9 |

2. Practice subtracting groups of dictated numbers.
3. Copy and subtract: —

| | | | | | |
|---|---|---|---|---|---|
| 89 | 91 | 831 | 975 | 2,900 | 28,001 |
| 32 | 24 | 65 | 284 | 329 | 14,697 |

## MULTIPLICATION (×)

1. Review the multiplication tables from 2's to 12's and practice upon the different facts until perfect accuracy is attained.

### MULTIPLICATION TABLES

| | | | |
|---|---|---|---|
| 1× 1= 1 | 2× 1= 2 | 3× 1= 3 | 4× 1= 4 |
| 1× 2= 2 | 2× 2= 4 | 3× 2= 6 | 4× 2= 8 |
| 1× 3= 3 | 2× 3= 6 | 3× 3= 9 | 4× 3=12 |
| 1× 4= 4 | 2× 4= 8 | 3× 4=12 | 4× 4=16 |
| 1× 5= 5 | 2× 5=10 | 3× 5=15 | 4× 5=20 |
| 1× 6= 6 | 2× 6=12 | 3× 6=18 | 4× 6=24 |
| 1× 7= 7 | 2× 7=14 | 3× 7=21 | 4× 7=28 |
| 1× 8= 8 | 2× 8=16 | 3× 8=24 | 4× 8=32 |
| 1× 9= 9 | 2× 9=18 | 3× 9=27 | 4× 9=36 |
| 1×10=10 | 2×10=20 | 3×10=30 | 4×10=40 |
| 1×11=11 | 2×11=22 | 3×11=33 | 4×11=44 |
| 1×12=12 | 2×12=24 | 3×12=36 | 4×12=48 |
| 5× 1= 5 | 6× 1= 6 | 7× 1= 7 | 8× 1= 8 |
| 5× 2=10 | 6× 2=12 | 7× 2=14 | 8× 2=16 |
| 5× 3=15 | 6× 3=18 | 7× 3=21 | 8× 3=24 |
| 5× 4=20 | 6× 4=24 | 7× 4=28 | 8× 4=32 |
| 5× 5=25 | 6× 5=30 | 7× 5=35 | 8× 5=40 |
| 5× 6=30 | 6× 6=36 | 7× 6=42 | 8× 6=48 |
| 5× 7=35 | 6× 7=42 | 7× 7=49 | 8× 7=56 |
| 5× 8=40 | 6× 8=48 | 7× 8=56 | 8× 8=64 |
| 5× 9=45 | 6× 9=54 | 7× 9=63 | 8× 9=72 |
| 5×10=50 | 6×10=60 | 7×10=70 | 8×10=80 |
| 5×11=55 | 6×11=66 | 7×11=77 | 8×11=88 |
| 5×12=60 | 6×12=72 | 7×12=84 | 8×12=96 |

| | | | |
|---|---|---|---|
| 9× 1= 9 | 10× 1= 10 | 11× 1= 11 | 12× 1= 12 |
| 9× 2= 18 | 10× 2= 20 | 11× 2= 22 | 12× 2= 24 |
| 9× 3= 27 | 10× 3= 30 | 11× 3= 33 | 12× 3= 36 |
| 9× 4= 36 | 10× 4= 40 | 11× 4= 44 | 12× 4= 48 |
| 9× 5= 45 | 10× 5= 50 | 11× 5= 55 | 12× 5= 60 |
| 9× 6= 54 | 10× 6= 60 | 11× 6= 66 | 12× 6= 72 |
| 9× 7= 63 | 10× 7= 70 | 11× 7= 77 | 12× 7= 84 |
| 9× 8= 72 | 10× 8= 80 | 11× 8= 88 | 12× 8= 96 |
| 9× 9= 81 | 10× 9= 90 | 11× 9= 99 | 12× 9=108 |
| 9×10= 90 | 10×10=100 | 11×10=110 | 12×10=120 |
| 9×11= 99 | 10×11=110 | 11×11=121 | 12×11=132 |
| 9×12=108 | 10×12=120 | 11×12=132 | 12×12=144 |

2. Count up to 90, by 3's, 5's, 9's.
3. Copy and multiply: —

| | | | | | |
|---|---|---|---|---|---|
| 23 | 79 | 307 | 549 | 5,146 | 9,047 |
| 3 | 4 | 6 | 36 | 39 | 368 |

4. Practice multiplying numbers dictated by the teacher.

### DIVISION (÷)

1. Practice dividing at sight, such examples as these: —

$21 \div 7$ $81 \div 9$ $100 \div 25$ $60 \div 20$ $91 \div 12$ $100 \div 30$

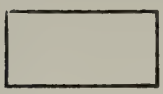
2. Copy and divide: —

$96 \div 3$ $95 \div 5$ $675 \div 4$ $7{,}147 \div 12$ $28{,}716 \div 35$

3. Practice dividing examples similar to the above.
4. Review addition, subtraction, multiplication, and division of whole numbers. Solve applied problems in each process. Thus,
   (*a*) A farm contains 96 acres of pasture, 75 acres of land used for crops and 21 acres of untilled land. How many acres in the farm?
   (*b*) A man's earnings for a year were $750. and his expenses were $675. What did he save?

# LESSON LXXVII. COMMON FRACTIONS

*To the Teacher:* — Drill thoroughly on the simple fractional parts in order that pupils may understand their relation to the whole. Before taking up abstract work in fractions use paper folding and the drawing of diagrams to represent fractional parts objectively.



whole

halves
one half

eighths
one eighth

These diagrams are models to be copied with necessary changes, when you answer the following questions.

Show the whole. Show a part, or a fraction of the whole. How is a fraction written? What does the upper number mean? What is its name? The lower number?

1. Write these fractions. Compare them with the whole, and with each other. Illustrate.

$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{1}{6}$ $\frac{1}{8}$ $\frac{1}{9}$ $\frac{1}{10}$ $\frac{1}{12}$

2. Find the fractional parts of whole numbers. Thus, —

$\frac{1}{2}$ of 8 $\frac{1}{5}$ of 15 $\frac{1}{7}$ of 84 $\frac{2}{3}$ of 60 $\frac{7}{11}$ of 132

3. Practice solving such examples as the following: —

3 is what part of 15 ? 3 is $\frac{1}{5}$ of ?

4. Reduce these fractions to higher or lower terms, thereby showing that the same fraction may be expressed in different terms. Illustrate.

$\frac{1}{2} = \frac{?}{4}$ $\frac{1}{3} = \frac{?}{6} = \frac{?}{9}$ $\frac{4}{8} = \frac{?}{2}$ $\frac{2}{3} = \frac{?}{12} = \frac{?}{9} = \frac{?}{6}$

5. What is a mixed number? Reduce these numbers to fractions. Illustrate.

$3 = \frac{?}{4}$ $\quad 4 = \frac{?}{6}$ $\quad 2\frac{1}{2} = \frac{?}{2}$ $\quad 3\frac{3}{4} = \frac{?}{4}$ $\quad 2\frac{1}{3} = \frac{?}{6}$

6. Reduce these fractions to whole or mixed numbers. Illustrate.

$\frac{8}{4} = ?$ $\quad \frac{9}{3} = ?$ $\quad \frac{8}{3} = ?$ $\quad \frac{12}{5} = ?$ $\quad \frac{16}{9} = ?$ $\quad \frac{7}{6} = ?$

7. Change each of the following groups to *similar* fractions or those having the same denominator: —

$\frac{1}{2}, \frac{1}{4}$ $\quad \frac{1}{4}, \frac{1}{8}$ $\quad \frac{1}{2}, \frac{1}{4}, \frac{1}{8}$ $\quad \frac{1}{3}, \frac{1}{6}$ $\quad \frac{1}{6}, \frac{1}{3}, \frac{1}{4}, \frac{1}{12}$

## ADDITION

1. Add the following fractions, observing that only similar fractions can be added. Illustrate.

$\frac{1}{8} + \frac{3}{8}$ $\quad \frac{1}{4} + \frac{3}{4} + \frac{1}{4}$ $\quad \frac{1}{2} + \frac{1}{3}$ $\quad \frac{1}{2} + 1\frac{1}{3}$ $\quad 1\frac{3}{4} + 2\frac{3}{4}$

2. Without illustrating, add fractions given by dictation, following the order of steps as given above.

## SUBTRACTION

1. Subtract the following fractions, observing that only similar fractions can be subtracted. Illustrate.

$\frac{7}{9} - \frac{1}{9}$ $\quad \frac{7}{9} - \frac{1}{3}$ $\quad 2\frac{3}{4} - \frac{1}{4}$ $\quad 2\frac{7}{8} - \frac{1}{4}$ $\quad 3\frac{1}{2} - 1\frac{1}{4}$

2. Without illustrating, subtract fractions given by dictation, following the same order of steps.

## MULTIPLICATION

1. Multiply the following fractions, illustrating each case; deduce the rule: —

$5 \times \frac{1}{2}$ $\quad 5 \times 1\frac{1}{2}$ $\quad \frac{1}{2} \times \frac{1}{4}$ $\quad 2\frac{1}{2} \times \frac{1}{4}$ $\quad 2\frac{1}{3} \times 1\frac{3}{4}$

2. Multiply fractions dictated by the teacher.

1. Divide the following fractions. Illustrate each case:

$\frac{6}{8} \div 2$ $\frac{7}{8} \div 3$ $2\frac{1}{2} \div 4$ $\frac{3}{4} \div \frac{2}{3}$ $2\frac{3}{4} \div 1\frac{1}{2}$

2. Practice each step in the division of fractions.
3. Review addition, subtraction, multiplication, and division, of fractions.

## LESSON LXXVIII. DIFFICULT SOUNDS

*To the Teacher:* — The following words are examples of groups of sounds often confused. Teach the significance of the diacritical marks and supplement the examples given by additional lists. Use the words for an exercise in spelling.

| | | | |
|---|---|---|---|
| *s*ame | *th*ing | ei*gh*t | d*oo*r |
| *s*ense | brea*th* | *gh*ost | fl*oo*d |
| ha*s̱* | *th*en | *ou*t | *wh*en |
| ro*s̱*e | ba*th*e | so*u*p | *wh*o |
| fa*ç*e | *Th*omas | so*u*l | *ch*ild |
| *ç*ent | *f*ew | co*u*ple | lun*ch* |
| *c*all | cou*gh* | to*w*el | mac*h*ine |
| a*c*he | enou*gh* | kn*ow* | *sh*ave |
| *s*ure | al*ph*abet | m*o͞o*n | *ch*orus |
| *s*ugar | hi*gh* | g*o͝o*d | yac*h*t |

## LESSON LXXIX. DECIMAL FRACTIONS

If you divide one whole into ten equal parts, what is one part called? If you divide one tenth into ten equal parts, what is one of the parts called?

How many dimes make $1? Then one dime is what part of $1? That is, $0.10 is what part of $1?

How many cents make $1? Then one cent is what part of $1? That is, $0.01 is what part of $1?

Fractions whose lower numbers, or denominators, are 10, 100, or 1,000 are called decimal fractions. These fractions may be written without the denominator. The denominator is shown by the number of places on the right of the decimal point. The decimal point is the point which separates the whole numbers from the fractions.

The first decimal place at the right of the decimal point is called tenths, the second, hundredths, and the third, thousandths. Thus .1 is the decimal form for $\frac{1}{10}$, .01 for $\frac{1}{100}$, and .001 for $\frac{1}{1000}$.

Write in decimals $\frac{3}{10}$, $\frac{9}{10}$, $\frac{6}{100}$, $\frac{25}{100}$, $\frac{7}{1000}$, $2\frac{1}{10}$, $3\frac{17}{100}$.

1. Read these lists of decimals. In the last three columns read "*and*" to show the decimal point: —

| | | | | | |
|---|---|---|---|---|---|
| .4 | .03 | .005 | 2.7 | 5.03 | 1.317 |
| .7 | .01 | .037 | 3.04 | 6.002 | 4.09 |
| .6 | .75 | .286 | 1.5 | 25.147 | 9.186 |

2. Practice writing decimals from the teacher's dictation. Write decimals from the written words.
3. Change these fractions to decimals: —

$\frac{1}{10}$ $\frac{3}{10}$ $\frac{5}{100}$ $\frac{7}{1000}$ $2\frac{3}{10}$ $25\frac{8}{100}$ $16\frac{27}{1000}$

4. Change the decimals in Exercise 1 to common fractions.

ADDITION AND SUBTRACTION

1. Copy and add the decimals given in Exercise 1. To add or subtract decimals, write the numbers so that

the like decimal places, the decimal points and the whole numbers shall stand in the same vertical columns. Proceed as in whole numbers.

2. Subtract: —

| | | | | | |
|---|---|---|---|---|---|
| 9.8 | 38.5 | 9.70 | 18.00 | 4.314 | 139.014 |
| 1.4 | 1.0 | 3.49 | 1.99 | .369 | 25.987 |

3. Practice adding and subtracting decimals dictated by the teacher.

### MULTIPLICATION

Multiply the following numbers. To multiply decimals proceed as in whole numbers and point off from the right as many decimal places in the result as there are decimal places in the two factors: —

1. Examples for multiplication: —

| | | | | | |
|---|---|---|---|---|---|
| 7.3 | 13.8 | 45.3 | 4.97 | .967 | 95.097 |
| .2 | .9 | .28 | .25 | .386 | 32.25 |

2. Change the decimals in Exercise 1 to common fractions and multiply. Compare the results in both operations.
3. Practice multiplying decimals dictated by the teacher.
4. To multiply decimals by 10, 100, 1,000, etc., move the decimal point of the multiplicand as many places to the right as there are ciphers in the multiplier.

### DIVISION

1. To divide decimals proceed as in whole numbers. In the quotient point off from the right as many decimal places as the number of decimal places in the

dividend exceeds the number of decimal places in the divisor.

$28.7 \div .7$ $43.14 \div .16$ $8.75 \div 2.5$ $11.242 \div .73$

2. When necessary add ciphers to the dividend until it has the same number of decimal places as the divisor.

$7.5 \div .15$ $13.2 \div .12$ $47.5 \div .25$ $93.75 \div .375$

3. If the quotient contains fewer figures than the number of decimal places requires, insert ciphers before its first figure.
4. To divide decimals by 10, 100, 1,000, etc., move the decimal point of the dividend as many places to the left as there are ciphers in the divisor.

## LESSON LXXX. UNITED STATES MONEY

*To the Teacher:* — Give the pupils as much practice as possible in reading and writing various sums of United States money in dollars and cents. There should also be constant oral drill in making change.

United States money is another name for the currency, or legal tender, used in this country. There are two kinds of money, paper money and coin.

The gold coins are the $20 piece, the $10 piece, the $5 piece, and the $2.50 piece. The silver coins are the dollar, half-dollar, quarter-dollar, and dime. The coins of small change are the nickel five-cent piece and the bronze cent.

The paper money is the United States gold and silver certificates, the United States notes, or greenbacks, and the national bank notes. These bills represent amounts of one dollar, two dollars, five dollars, and upwards.

Our paper money is as good as gold and is honored at its full value in other countries.

1. Read the following sums of money: —

| | | | | |
|---|---|---|---|---|
| \$.25 | \$2.50 | \$25.60 | \$167.14 | \$3.11 |
| .15 | 1.10 | 6.30 | 12.25 | 2.67 |

2. Practice reading and writing amounts representing United States money.
3. Copy the numbers in Exercise 1 and add them. Proceed as in addition of decimals, separating dollars and cents with a decimal point, and prefixing the dollar sign.
4. Find the difference between the same numbers.
5. Multiply the following: —

| | | | | |
|---|---|---|---|---|
| \$.75 | \$1.70 | \$16.50 | \$3.125 | \$45.09 |
| 4 | 3 | 37 | 75 | 384 |

6. Divide the following sums of money. Proceed as in simple numbers: —

\$.98 ÷ 7 \$.84 ÷ 12 \$94.40 ÷ \$.16 \$48.67 ÷ \$.31
\$117.78 ÷ \$4.53

7. How many dollars and cents do these coins make: 3 dimes, 11 "nickels," 5 "halves," 14 cents, and 7 "quarters"? What bill would these coins equal: 2 "halves," 7 "dimes," 1 nickel, and 1 quarter?
8. Study the "Measures of Value" (see Appendix) and compare the relative value of foreign and United States coins.

QUESTIONS FOR INVESTIGATION

1. The United States Mints and the coinage of money.
2. Prospective new coins for the national currency.

## LESSON LXXXI. PERCENTAGE

whole

hundred per cent

1.00

one half

fifty per cent

.50

The sign % is read *per cent.* Then what is another name for one whole? for one half? Per cent is a common name for hundredths. Thus 50 % = .5 or $\frac{50}{100}$.

Illustrate and express in four ways, each of the following: —

25 % 75 % $33\frac{1}{3}$ % $66\frac{2}{3}$ % $12\frac{1}{2}$ % (and its multiples) $16\frac{2}{3}$ % (multiples) 10 % (multiples) 20 % (multiples)

What is 100 % of 25? 50 % of 40? $33\frac{1}{3}$ % of 27? 75 % of 60?

Percentage is the process of reckoning by hundredths or per cents. To find the percentage of a number, multiply it by the *rate* per cent written as decimals.

1. Find the percentage of the following: —

5 % of 55 6 % of 130 75 % of 480 $12\frac{1}{2}$ % of 642
30 % of 500

2. Review Lesson LXXVII Exercise 3, and then practice solving these examples: —

8 is ? % of 40 30 is ? % of 60 24 is ? % of 36
10 is 25 % of ? 60 is $66\frac{2}{3}$ % of ? 120 is 75 % of ?
\$ .25 is ? % of \$1.00 6 eggs are ? % of a dozen eggs
Which is more, $\frac{2}{2}$, 100 %, or the whole of anything?

## LESSON LXXXII. APPLICATION OF PERCENTAGE

*To the Teacher:* — The following examples are typical only. Continue each line of work at discretion according to the ability and practical needs of each particular class.

1. *Commercial Discount.* A set of Dickens's works is marked \$12. If I buy it at $16\frac{2}{3}$ % discount, what is the cost?
2. *Taxation.* A man's property is assessed for \$3,500. If the tax-rate is 2 %, what is his tax-bill?
3. *Profit and Loss.* A man bought a store for \$900, and sold it at a gain of 16 %. What was his gain? selling price?
4. *Commission and Brokerage.* If you should sell 100 acres of land at \$50 per acre, on a commission of 5 %, what would be your commission?
5. *Insurance.* What is the premium on a \$4,000 life insurance policy at 3 %?

## LESSON LXXXIII. BUSINESS RECORDS

There should be some form of record kept of every business transaction. Perhaps the simplest form of business record is the cash account, and everybody should keep one. For the person who earns and spends money is doing business with himself, and the simple form of cash account is the record which shows to him just how his money affairs stand. In doing business with another person there are different forms for recording the affair, such as bills, receipts, checks, drafts, and notes.

If you wish to keep a cash account you must remember

that the account will be of no value unless it is correct and accurate in every item. The figures must be plain, and the adding and subtracting correctly done. Never trust to your memory, but set down the item in terms of cash as soon as you receive or spend the money. Such a cash account, well kept and correct, not only shows you the cost of your living, but teaches you how to save money.

There are two sides to the cash account. The left side is the debit side, or the statement of the money received. The right side is the credit side, or the statement of the money paid out.

At the end of each month the account should be proved, or balanced. This is done by adding up first the debit side, and then the credit side. The amount more, or in excess, on the debit side is the balance of cash on hand. If the amount of money you actually have agrees with this balance, your account is proved to be correct.

In starting the new account on the first of the next month, carry the balance over to the debit side and enter it as though it were cash just received.

THE CASH ACCOUNT

| Dr. | Cash | | | | Cash | | Cr. |
|---|---|---|---|---|---|---|---|
| 1913 Jan. 1 | Bal. cash on hand | 13 | 50 | 1913 Jan. 6 | Room rent to date | 8 | 00 |
| 4 | Wages | 12 | 00 | 13 | Board to date | 14 | 00 |
| 18 | Wages | 12 | 00 | 23 | Suit of clothes | 12 | 50 |
| 22 | Wm. Johnson | 3 | 50 | 30 | Bal. cash on hand | 18 | 50 |
| 25 | Wages | 12 | 00 | | | 53 | 00 |
| | | 53 | 00 | | | | |
| Feb. 1 | Bal. cash on hand | 18 | 50 | | | | |

*Written Exercises*

1. Find the total receipts in the above cash account; the total payments; the balance of cash on hand.
2. Copy the cash account, ruling your paper as in the model.
3. Copy other given models, balancing the account in each case.
4. Arrange given data into the form of a cash account.
5. Make a cash account of your income and expenses for the past week.

### A BILL

A bill is a business statement from one person to another. It sets forth each item of goods bought, or of work done, and the charge. The following is one of the simplest bill forms. It is in common use in many lines of business: —

San Francisco, Cal., *Sept. 1*, 1912.

Mr. *G. F. Gray*

*Bought of* SMITH, DAVIS & CO.

All accounts payable on or before the 15th of the month following date of purchase.

| | | | | | | |
|---|---|---|---|---|---|---|
| *Aug.* 6 | *1 men's suit* | | | 12 | 50 | |
| 9 | *1 hat* | | | 2 | 50 | |
| 13 | *1 pr. boots* | | | 3 | 50 | |
| 16 | *½ doz. collars* | @ 15 ¢ | | | 90 | |
| | *3 pr. half hose* | @ 25 ¢ | | | 75 | |
| | *2 handkerchiefs* | @ 12½ ¢ | | | 25 | |
| | | | | | | 20 40 |

After a bill is paid the person receiving the money writes on it the words: — ***"Received Payment"***

*Written Exercises*

1. Study the above bill. Copy it. Write it from dictation.
2. Copy the same bill increasing the price stated in each item by 25 %. Find the amount of the new bill.
3. Copy other bills given as models by the teacher. Make up a bill from items which you think of yourself.

### A RECEIPT

A receipt is the written statement that money or value has been received. Always be willing to give a receipt for value received, and always ask for one yourself. Look over each receipt to see that it is correct, and then file it away for safe-keeping.

A bill may be receipted by writing on it "received payment" and signing the name. A separate receipt also is often used in the following form: —

Baltimore, Md., Nov. 2, 1912

Received from R. Papouleas

Thirty $\frac{00}{100}$ Dollars

for rent of store 1647 Chesapeake Street,

for one month ending Nov. 1, 1912.

$30 $\frac{00}{100}$ John E. Foster

*Written Exercises*

1 Copy the above receipt. Write it from memory.
2. Practice filling out blank receipt forms.
3. Write a receipt for payment received for the bill presented above.

## LESSON LXXXIV. SAVING MONEY [1]

Money is worth only what it can buy to supply our needs. Care or economy in the spending of money, therefore, is as important as the earning of it. Economy does not mean spending a small amount, as much as it means getting the largest returns for the money spent.

Did you ever stop to think of what you are going to do for support in time of sickness or in your old age? Are you providing for that time by saving some of your earnings now? What does your cash account tell you? Are you wasting your money?

Borrowing money, or buying foolishly on credit or on "installments," are habits which waste money, and which sooner or later lead to poverty and debt. It seems a small thing to pay but a dollar a week on a suit of clothes or a gold watch, but in the end you have paid much more than if you had bought the article for cash. It is a wise rule never to buy anything until you have the price on hand.

To save money means to go without some pleasure now, for the sake of the future; but the man who is able to say, "I have money in the bank," is already on the road to independence.

Money earns money. Every dollar which you deposit in the savings bank is working for you night and day. The bank pays you, for the use of your money, a certain

[1] This lesson gives an opportunity to advise pupils as to the risk of concealing money in odd places about the house, and in keeping any considerable sum of money at home instead of in the bank. It gives also the opportunity of teaching habits of thrift by pointing out how easy it is to spend money thoughtlessly and so acquire habits of extravagance.

per cent or interest on every dollar deposited. Of course, you are allowed to withdraw your money at any time, but the money is put into the bank to be saved. You should not take it out to spend except in case of great need.

A BANK BOOK

THE PROVIDENT INSTITUTION
FOR SAVINGS

IN ACCOUNT WITH

*John Shapiro*

| | | | |
|---|---|---|---|
| 1911 Nov 28 | Deposit | 65 | 00 |
| | INTEREST TO JAN. 1 1912 | | 21 |
| Jan. 24 | Deposit | 70 | — |
| June 29 | " | 50 | — |
| | INTEREST TO JULY 1 1912 | 2 | 46 |
| | | 187 | 67 |
| Aug. 3 | Withdrawn | 85 | — |
| | | 102 | 67 |

Suppose you have a certain sum of money with which to start a bank account. At the bank you will be asked to state in writing your name, your address, and a few other facts, and will be given a bank book. This book tells you all about your "cash account" with the bank. Do not lose it and do not write in it.

The rate of interest paid you by the bank will probably be about 4 per cent a year. The sum of money on

which interest is paid is the principal. The interest is due every six months, or as often as announced by the bank. You should have it entered in your bank book when due. It then becomes a part of your principal.

Simple interest is a certain per cent of the principal for a certain length of time. What is the interest on $5 at 6 per cent for 1 year; for 10 years? Review and Study the "Measures of Time" (Appendix), and then solve the following examples: —

1. Find the interest on each of the following principals for 5 years and 10 months at 4 per cent: —

   $250 $560 $678 $2,905 $8,050 $4,950

2. Find the interest on each of the above principals for 4 years, the rate of interest being 6 per cent. Do it by finding the interest on $1 for the given time, and multiplying the principal by the result.
3. Find the interest on the following principals for 6 days at 4 per cent: —

   $360 $660 $600 $480 $3,000 $8,400

QUESTIONS FOR INVESTIGATION

Discuss the national bank, coöperative bank, trust company, and postal savings bank; the distinctive features of each as regards deposits.

Define usury; compare simple and compound interest.

## LESSON LXXXV. THE PERFECT TENSES

*To the Teacher:* — Review the language exercises in Lessons IV, VII, XL; then, following the model in Lesson LXII, conjugate, in the three primary tenses, the following verbs.

keep add write waste save deposit

A verb is said to be in the present tense when the action it describes is happening now. A verb is said to be in the past tense when the action is past. When is a verb said to be in the future tense?

Whenever we wish to speak of an action as finished at a certain time, we use other tenses of the verb. They are called the perfect tenses.

Thus, whenever we wish to speak of an action that is finished now, we use the present perfect tense of the verb. At such times we do not say

I save, but I *have saved.*

The present perfect tense is made up of the auxiliary verb *have* and the past participle of the verb.

So, too, in speaking of an action as finished at a certain past time, we use the past perfect tense of the verb. This tense is made up of the past form *had* and the past participle. Thus, —

He *had sent* the bill before I expected it.

If we wish to speak of an action as finished at some future time we use the future perfect tense of the verb Thus, —

I *shall have received* the money before next week.

How is this tense formed? Is it used commonly? Compare its use with that of the present perfect tense.

*Written Exercise*

Write the six tense forms of the verbs below, using with each some form of the personal pronouns: —

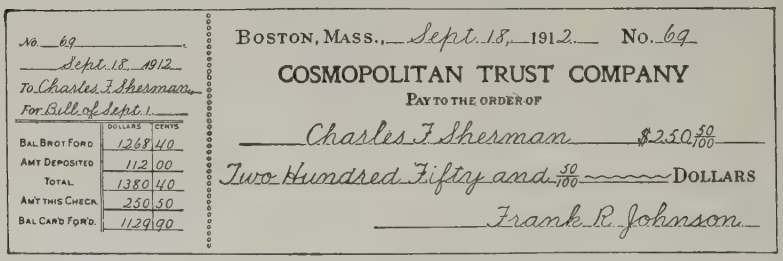
| | | | | |
|---|---|---|---|---|
| add | multiply | sign | earn | borrow |
| subtract | divide | receive | spend | become |

# LESSON LXXXVI. EXCHANGE[1]

Debts are not always paid in actual cash. An account may be settled in several ways by the use of certain business papers, which are as good as money. Such a process of paying a debt without sending the money is called exchange.

Business men and many other people, too, deposit the greater part of their earnings in a commercial bank, and pay their bills both at home and at a distance by check. A check-book is given each depositor at the opening of the account with the bank. A check is an order on a bank from one of its depositors for the payment of money, thus: —

A CHECK



No. 69
Sept. 18, 1912
To Charles F. Sherman
For Bill of Sept. 1.

| | DOLLARS | CENTS |
|---|---|---|
| Bal. Brot Ford | 1268 | 40 |
| Amt Deposited | 112 | 00 |
| Total | 1380 | 40 |
| Am't this Check | 250 | 50 |
| Bal. Can'd For'd. | 1129 | 90 |

BOSTON, MASS., Sept. 18, 1912 No. 69

COSMOPOLITAN TRUST COMPANY

PAY TO THE ORDER OF

Charles F. Sherman $250 50/100

Two Hundred Fifty and 50/100 DOLLARS

Frank R. Johnson

In making out a check the first thing to write is the date; then the number of the check. This same number should be written on the "stub" or slip left in the check-book, after the check has been torn off. This number shows how many checks have been written since the account was opened with the bank.

[1] Use copies of actual business forms to illustrate objectively the lessons in this group.

Each time, also, that a check is written, the amount of the check should be subtracted on the stub from the amount of deposit. This will prevent a depositor from overdrawing his account. What is meant by protest?

The check is made out to Charles F. Sherman, and he is the person to whom the money is to be paid. He is the payee. The sum of money to be paid is written in words in the long space. Notice that a wavy line is drawn from the last figure to the word "dollars." Why? Notice also that the sum of money is written in another place, in figures. The first figure should be as close as possible to the dollar sign. Why?

Frank R. Johnson is the person who made out the check and his signature is the last thing written. Care should be taken always to have the signature written in the same form on all business records.

After this check is cashed, it will be returned by the bank to Mr. Johnson. He will compare it with his check-book and then keep it as his receipt.

Suppose you were to receive a check from someone. In order to cash it you must first indorse it. This means that you must write your name on the back across the left end, about one inch from the top, spelling your name just as it is spelled on the face of the check. What would you do if your name were mis-spelled on the check?

It is wise to cash or deposit checks soon after receiving them. If you should be given a check made out to some-one else and indorsed by him, how could you cash it?

Other ways in which a bill may be paid, or money safely sent to any country, are by the use of a bank draft, or a money order. A bank draft is simply a check

made out by one bank and payable at another to the payee.

These drafts may be bought at certain banks in exchange for the money and a small extra charge, and may be sent in a letter anywhere.

Money orders may be bought at the post-office, at the banks, or at the offices of the express companies. A bank money order is a form very much like the bank draft. An express money order is an order bought of an express company and may be cashed at any other of its offices anywhere.

*Written Exercises*

1. Copy the above check. Compose other checks from given data. Indorse each.
2. Write a check payable to "cash"; to "bearer"; outlining the process of cashing the check in each case.

QUESTIONS FOR INVESTIGATION

Define clearing-house, vouchers, certified check, full indorsement, telegraphic money order.

## LESSON LXXXVII. EXCHANGE (*continued*)[1]

A postal money order is a government order for the payment of money. It is bought at one post-office and is payable at another. These orders make a very safe way of sending sums of money, but a single order cannot be used for amounts exceeding one hundred dollars.

There are two kinds of postal money orders. The domestic money order is used for sending money to any

[1] To illustrate this lesson, copies of the official "Application for International Money Order" should be obtained at the local post-office.

part of the United States and its possessions, and among other places to certain parts of South America and the West Indies.

If you wish to send money to Italy, Poland, Norway, Sweden, or any other foreign countries, you must send the foreign, or international money order.

At the post-office you must fill out an application blank, and pay the full amount of the order and a small extra fee for the accommodation.

On the application blank you must give full information as to the sum of money to be sent, the name and address of the person to whom it is payable, and your own name and address. All the writing must be plain to read. If you cannot fill out the blank yourself, you may have anyone else, except the postal officer, do it for you.

The application for the domestic money order is filled out in much the same way as the international, and in all cases you should study the directions on the back of the application blank.

When the application is filled out and the necessary money paid, the clerk will give you the money order and also a smaller slip marked "receipt." Inclose the order in a letter and keep the receipt carefully. What would you do if you lost a money order? How could you send more than one hundred dollars by money order?

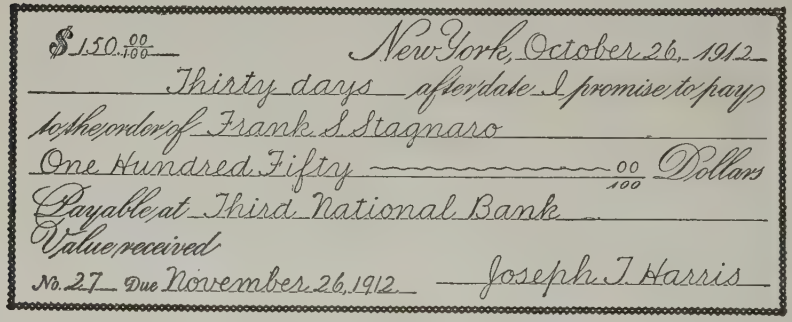
*Written Exercise*

Study carefully the "Application for International Money Order" (obtained from the post-office) and practice filling out blank forms of both kinds of applications.

## LESSON LXXXVIII. THE PROMISSORY NOTE

When a man wishes to borrow money, either from a person or at the bank, he is usually obliged to give his note. This note is a written promise to pay, at a certain time, the sum of money borrowed.

In the following promissory note Joseph T. Harris is the maker. He gave the note for value received to Frank S. Stagnaro, the payee. $150 is the sum of money borrowed, or the "face" of the note.


$150.00/100 New York, October 26, 1912

Thirty days after date I promise to pay

to the order of Frank S. Stagnaro

One Hundred Fifty ——— 00/100 Dollars

Payable at Third National Bank

Value received

No. 27 Due November 26, 1912 Joseph T. Harris

When does the note fall due, or mature? Find the interest due at maturity. By what process will the payee receive his money?

One of your friends may some time wish to borrow money on his note from a bank. The bank may oblige him to secure good indorsement of his note, and so this friend may ask you to give him your indorsement. This means that when you sign your name on the back of his note, you yourself promise to pay that note when it is due, if your friend does not. Therefore, it is a safe

rule never to indorse a note. even for a friend, unless you feel able, in case of need, to lose that amount of money.

*Written Exercises*

1. Copy the above note.
2. Write a promissory note for $600, dated at your place to-day, payable in 90 days at a local bank, with interest at 5 per cent, to James L. Smith, and signed by yourself.

QUESTIONS FOR INVESTIGATION

What are days of grace? Are they allowed in your State? What is a joint note? Compare a promissory note and a bank draft. Discuss bank discount; partial payment.

## LESSON LXXXIX. COMMUNICATION AND TRANSPORTATION [1]

The Constitution of the United States gives the National Government the right "to establish post-offices and post-roads," and so it is that we have our great postal system by which messages are sent by mail not only to any part of the Union, but all over the world and at a small cost.

We may send mail anywhere in the United States, or to Cuba, Porto Rico, Mexico, Hawaii, Canada, the Philippine Islands, Great Britain, or even to Germany if sent direct, at the rate of two cents per ounce for written and sealed messages. The United States postal card or an unsealed letter will go to any of these places for one cent. What is the cost of sending a picture post-

[1] A copy of the free pamphlet of postal regulations, which may be procured at the local post-office, will be found interesting in further discussion in the class.

card to the same places? What is the cost of sending a letter to Italy, Hungary, or Russia? A postal card?

Newspapers, books, and packages vary in the cost of mailing, according to their class as mail matter and their weight. The rules for sending such articles may be learned at the post-office, and great care should be taken not to inclose any more writing in such matter than is allowed by postal regulations. A Christmas present, for example, may contain a single card with the sender's name and a greeting of not more than five words.

All packages should be sent well fastened, and usually not sealed. If sealed, the cost is more. Also, if you should wish at any time to send a package to someone in Great Britain, Germany, Norway, Sweden, or Denmark, ask the postal clerk to send it "parcels post" and it will go more cheaply in that manner.

All mail matter should be carefully wrapped, plainly addressed, and stamped in the upper right-hand corner. Stamps, postal cards, stamped envelopes, and stamped newspaper wrappers may be bought at the post-office.

As all mail matter sent in the ordinary mail is sent at the sender's risk, the safest way to send a letter or package of value is to have it registered, at a cost of ten cents in addition to the postage. A receipt for a registered article will be given you if you ask for it. If you wish to have a letter delivered quickly, put a special delivery stamp on it. This stamp will cost ten cents in addition to the regular postage.

There are other ways by which goods or merchandise may be sent. Packages are often sent by express, and whenever this is done a receipt should be asked for at the

express office. If you should send a package to a friend or a customer who is expected to pay only the express charges, be sure to mark the package "collect." This does not mean the same thing as C.O.D. What is intended when a package is sent C.O.D.?

Heavy goods are usually sent by freight. The cost varies according to the kind of goods sent, the weight, and the distance. It is well to remember that it is usually cheaper to send freight by water than by rail, and if a good deal is to be sent, it is a wise plan to rent a whole freight car.

Your receipt for sending goods by freight is called a "bill of lading" and it should be kept by you. In case your freight becomes lost or damaged, make your complaint at once in order to get a return for your loss.

### QUESTIONS FOR INVESTIGATION

1. Trace a letter from the posting to the delivery.
2. Discuss the "parcels post."
3. Discuss the method of operating the telephone, telegraph, wireless telegraph, and cable. Write a telegram. Define cablegram, aërogram, etc.
4. Practice addressing the various kinds of postal cards.
5. Demonstrate the proper method of sending a newspaper by mail.
6. Interpret the local systems of transportation by trolley, elevated, subway, or railroad systems. Formulate and discuss certain rules for personal conduct and courtesy in such public conveyances.

*Oral Exercise. Railroad Time Table*

# BOSTON TO ST. LOUIS

## VIA CLEVELAND, CINCINNATI, CHICAGO & ST. LOUIS RY.

## "BIG FOUR ROUTE."

| STATIONS | | D'ly | D'ly |
|---|---|---|---|
| | | A.M. | P.M. |
| **BOSTON** | Lv | 10 00 | 1 30 |
| Worcester | | 11 11 | 2 32 |
| Springfield | | 12 35 | 3 50 |
| Pittsfield | | 2 25 | 5 23 |
| **ALBANY** | Ar | 3 45 | 6 40 |
| | Lv | 4 00 | 6 49 |
| **BUFFALO** | Ar | 10 58 | ..... |
| *E. Time* | Lv | 11 20 | ..... |
| *C. Time* | Lv | 10 20 | ..... |
| **CLEVELAND** | Ar | 2 40 | 2 30 |
| | Lv | 3 00 | 2 40 |
| **GALION** | Ar | 5 05 | 4 30 |
| | Lv | 5 05 | 4 30 |
| Marion | | 5 42 | ..... |
| Bellefontaine | Ar | 6 47 | 5 50 |
| | Lv | 6 55 | 5 55 |
| Sidney | | 7 46 | ..... |
| **UNION CITY** | | 8 57 | 7 10 |
| Winchester | | 9 11 | ..... |
| **MUNCIE** | | 9 50 | 7 49 |
| **ANDERSON** | | 10 20 | 8 13 |
| **INDIANAPOLIS** | Ar | 11 15 | 9 10 |
| | Lv | 11 30 | 9 15 |
| Danville | | 12 01 | ..... |
| Greencastle | | 12 28 | ..... |
| **TERRE HAUTE** | | 1 15 | 10 41 |
| Paris | | 1 43 | ..... |
| Charleston | | 2 24 | ..... |
| **MATTOON** | Ar | 2 45 | 11 55 |
| | Lv | 2 50 | 11 58 |
| Pana | | 3 47 | ..... |
| Hillsboro | | 4 29 | ..... |
| **ST. LOUIS** | Ar | 6 15 P.M. | 3 00 P.M. |

Study this time-table, looking first at the column marked STATIONS.

From what station does the train start?

Explain the abbreviations Lv., Ar., E. Time, C. Time.

At what other stations does the train stop?

How can you tell at which stations there are no stops?

Study the second and third columns of the time-table. Notice that the time is set down in figures to show hours and minutes.

Explain the meaning of D'ly, A. M., P. M.

At what time does the train leave Boston in the morning? in the afternoon?

When does the morning train make its first stop? the afternoon train?

Read the hours of arrival and of leaving, of each train at the other stations on the route.

# LESSON XC. BUSINESS TERMS

*To the Teacher:* — Let the class use the dictionary in studying the following lists. Use the terms in spelling and written exercises.

| | | | |
|---|---|---|---|
| debt | lien | stock | i.e. |
| debit | lease | bond | e.g. |
| credit | inventory | panic | ea. |
| asset | net | rebate | viz. |
| liability | gross | security | mdse. |
| bankrupt | capital | mortgage | F.O.B. |
| insolvent | invoice | "run on the bank" | via |

## LESSON XCI. CHOOSING A VOCATION

What work are you doing every day? Do you like it? Is it steady work or only a "job"? Are you satisfied with your wages? Do you see any chance open to you for promotion? Is it the work for which you are best fitted? Is it a trade upon which you can depend for a living in future years, or have you spent your time so far drifting from one kind of work to another?

One of the most important steps in life is the choice of one's vocation, or lifework. A person's true vocation is the occupation for which he has both desire and natural ability. Each one has a certain amount of natural ability for some vocation and a desire for work of a special sort is the call to follow it. Each one, then, should try to find out his own special vocation, for the secret of success is doing well the work for which one is best fitted.

You can learn these things only by self-study, guided by the advice of others who are able to help you; but you first must know your desires and your abilities. Lincoln tried farming, lumbering, teaching, and other lines of work in order to get a living. All the while, however, he held in his mind the fixed idea that he was fitted to be a lawyer. He knew what he desired to do, and spent all his spare time in study for this chosen vocation. His final success all the world knows.

All the vocations of daily life might be put into several great classes. The commercial or business trades form one large class of workers. The industrial trades are made up of all workers who manufacture, construct, or

produce; while the professional vocations and those of public service are classes by themselves. Each of these classes has a long list of related trades, and somewhere among them is a place for you.

Many young people start out in life thinking that they must take the first thing offered to them as work. This is well enough in order to get a start, and when once started it is wisdom to stick to one's trade if the chances for success seem good. There are other young people who have no special choice of vocation. They would do well to read books which tell about the different vocations, visit the big industries, watch the workmen and talk with them. The Vocational Bureau, also, of any city is glad to help all who need advice on this important matter.

In choosing any vocation the first thing to do is to study the vocation itself and the chances it offers, in a business way, for success. Has it good standing in the business world? Is there enough demand for the product of its labor? Is it a vocation already overcrowded or not? What wages and what chances of promotion does it offer? What and where are the openings for one wishing to follow this work?

When you have decided about these facts, the next thing to think about is yourself, and your fitness for the vocation. Have you the health and strength for this work? If so, have you the natural gifts of mind needed in this work? Have you the education and training necessary to take up this work with skill? If not, where and how may you get this necessary help?

With all these things to think about, let us study some

of the leading vocations in order to find out, if possible, the particular work for which each of us is best fitted, and the way and means by which we may best enter into the chosen work of our daily life.

### EXERCISE IN LANGUAGE. THE POSSESSIVE

*To the Teacher:* — Select from the review text simplified examples of the use of the possessive form of nouns, showing in each case both methods of expressing possession. Thus, —

The vocation *of a person* is his calling.
A *person's* vocation is his calling.

To the class: — In the first sentence whose vocation is meant? What words tell that?

In the second sentence what word shows ownership or possession? How is the form of the word changed to show this?

The *possessive* form of nouns is shown by adding an apostrophe (') and *s*. If the noun is plural and already ends in *s*, only the apostrophe is added.

*Written Exercises*

1. Copy the sentences which show the possessive form. Write them from dictation.
2. Form the possessive of the following nouns and use in sentences, stating the reason for the form in each case: —

| | | | |
|---|---|---|---|
| sister | men | Mrs. Brown | ladies |
| worker | women | Mr. Hayes | cities |
| John | people | James | Germans |

3. Write the possessive form of the names of five local business firms.

### EXERCISE IN PENMANSHIP

*Be king in one line, not a Jack at all trades.*
*Andrew Carnegie.*

## LESSON XCII. THE COMMERCIAL TRADES

Let us take first the vocations which make up the business, or commercial life of the world. There are many different vocations and thousands of workers in this class. All workers in offices, stores, banks, public buildings, all those engaged in buying and selling goods, in shipping and carrying them, are in commercial callings. The messenger boy may be said to be just starting on his business career, while the capitalist, by his power and success in business affairs, rules like a king over the commercial world.

The business field is a large one and offers many chances for success to competent and trained workers, both men and women. To be competent means that a person must have a large amount of business ability.

Business ability means having the "business sense" or a good understanding of people, of goods, or of money and markets. It is said that the secret of success in business is the being able to give genuine service to the people. Business sense means also that a person must have other gifts of mind, such as tact, attention to detail, "push" and energy, the power and will to do things and to do them first.

Next, the person who wishes to enter business life should have youth, courage, health, and a certain amount of education or book-knowledge. A knowledge of English, especially written English, is necessary. You will be pleased to know that a working knowledge of a foreign language is of great value. Arithmetic, too,

should be understood, especially its use in business for such things as book-keeping and banking.

Of course each different calling in business life needs its own special training and studies, but in any line of work the more one knows, the more ready he is for promotion when the chance comes.

An education, then, equal to that received in the ordinary grammar-school course, is almost necessary for a good start. If you think that you are fitted by nature to remain in, or to enter a certain business calling, find out at once in what studies you are weak or untrained. Then, acting under the proper advice, fit yourself by study for entering an evening commercial high school or a business college. There are many schools, public and private, which offer courses in training for almost every commercial vocation.

By faithful attendance and hard study in any of these schools, even the lowest, you can at least fit yourself for the next step higher. Don't be content to stand still or to do less than your best. There is no reward without the toil; and hard work, above all, is the mother of "good luck."

### VOCATIONAL GUIDANCE

*To the Teacher :* — The following model outline suggests the general plan to be followed in this and other lessons of the series. The teacher, as vocational counselor, should advise and direct the pupils, individually and collectively, as to their fitness or preparation for specific vocations.

### RELATED COMMERCIAL TRADES

1. Make a full list of the trades related to commercial life. Define and interpret each.

2. Select the trade which is of most nearly dominant interest to the class, individual, or locality. Interpret and discuss fully this vocation in accordance with the following points: —
   (*a*) The vocation; define.
   (*b*) The fields, or openings.
   (*c*) Allied occupations.
   (*d*) Advantages and disadvantages of the vocation.
   (*e*) Qualifications necessary: (1) natural; (2) educational.
   (*f*) Attainment of requirements: (1) through experience; (2) through local schools; (3) through Vocational Bureau.

In addition to this general directive work, practical help may be given in supplementary lessons based upon a particular vocation. Thus, —

1. Practice such expressions in oral English as are needed for an everyday working knowledge of the language. These exercises may include expressions used in giving and taking orders at work, in directing, describing, and explaining certain processes in the work, etc.
2. Practice such written forms as are directly related and needed in the particular vocation.
3. Practice such processes in arithmetic as are of immediate need, — such as accounting, practical measurements, denominate numbers, etc.
4. Discuss prepared lists of books, magazines, and periodicals which are of related interest and value to the specific vocation.

## LESSON XCIII. DIFFICULT SOUNDS

*To the Teacher:* — Proceed as in Lesson LXXVIII.

| | | | |
|---|---|---|---|
| ḡo | e*x*it | *d*ime | *v*eil |
| ḡlad | e*x*cept | *t*ime | *w*ail |
| ġem | ca*ugh*t | *d*ie | *v*oice |
| enġine | da*ugh*ter | *t*ie | *w*ord |

| | | | |
|---|---|---|---|
| *j*ust | th*ough* | *pl*ease | *w*rite |
| *j*ury | thr*ough* | *bl*eed | *gn*aw |
| *qu*een | th*ough*t | *pr*ide | *kn*ife |
| *qu*iet | r*ough* | *br*ide | *kn*ee |
| *qu*ite | lo*dg*e | *f*ine | *pn*eumonia |
| bo*x* | ju*dg*e | *v*ine | *cz*ar |

## LESSON XCIV. THE MECHANICAL TRADES

The mechanic is the worker in materials. He invents, builds, or produces all possible things from wood, stone, brick, concrete, or metals. He builds houses, constructs bridges, roads, or waterways, and he makes machines, engines, and tools. All builders, manufacturers, machinists, engineers, and miners may be said to follow some form of the mechanic vocations.

In this large class of trades, one of the most common is that of machinist. A machinist makes and puts together machines and engines, he makes tools, repairs machinery, or does other general work in the machine shop.

This vocation is a very good one for those who are called to follow it, for the machine trades promise an excellent future. The business and professional vocations are somewhat overcrowded, while there is a real need for workmen who can make useful or beautiful things with their hands.

The machinist has every chance to fix himself for life in a good trade. If he is a man of inventive mind there is open to him the field for the invention of new machines, devices, and tools. This is especially true in these days

when the use of the automobile, motor-cycle, airship, and other wonderful inventions is so common.

If you have a mechanical bent of mind, you cannot do better than to prepare to enter this field, for the man who takes up this work must have a strong natural ability for it. He must have mechanical skill to handle tools and machines. He must have also strength, energy, and good health, for this work often demands long and hard labor.

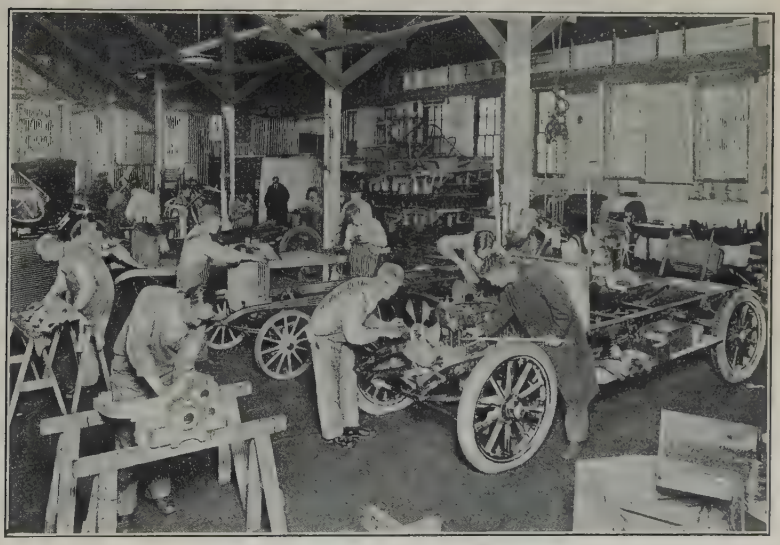
This mechanical skill may be a natural gift or it may be gained by training. This training may come through experience in actual shop-work, or by education. Besides skill, the competent machinist should know all about materials, such as wood, stone, iron, steel, and other metals. He must know their use in wood-working, pattern-making, and in machine and engine construction. He must have had practice in forging and foundry work and in the making and use of all kinds of tools. He should know also about textile materials.

Certain book-studies also are needed by the machinist. He needs to know arithmetic, as this is used in measurements. He needs to know something about mechanical drawing, as this is used in plan-making and machine-design. Drawing is the sign language of the skilled machinist.

Some of these things may be learned by serving an apprenticeship, but they may be learned more easily and quickly at the trade school. Many machinists are not competent, and even the machinist who has a certain amount of skill and knowledge has the way open to him for improvement, whether he be apprentice, journeyman, or engineer. The unskilled worker, or the man

who simply tends a machine that runs by itself, may wake up some day to find that some new invention has taken even this work away from him.

As a machinist, then, are you in the skilled or the unskilled class? Are you satisfied to stay where you are? If you are now working at this trade and wish to ad-



AN AUTOMOBILE REPAIR SHOP

vance yourself, or if you intend to enter this vocation, the first thing for you to do is to keep up your general education until you are fitted to enter a trade school.

General education usually means a general knowledge of English, reading, and arithmetic. These studies, however, are not always required for admission to a trade school. Almost every city now has schools, day and evening, in which a workman or a student may get act-

ual training in his vocation and also the special book-knowledge which he needs for his further advancement.

*Topic for Discussion.* — Inventions and Patents

**VOCATIONAL GUIDANCE. RELATED MECHANICAL TRADES**

*To the Teacher:* — Proceed as in Lesson XCII. Name additional trades and add them to the given lists. In connection with the work in arithmetic, refer for practical application to the "Tables of Measure," Appendix.

| | | |
|---|---|---|
| blacksmithing | machine-work | ship-building |
| carpentry and building | tool-making | stone-cutting |
| masonry | pattern-making | meat-packing |
| plumbing | wood-carving | weaving |
| papering | forging | mining |
| plastering | foundry-work | steam-engineering |
| painting | sheet-metal work | mechanical-engineering |
| steam-fitting | manufacturing | civil-engineering |

**EXERCISE IN PENMANSHIP**

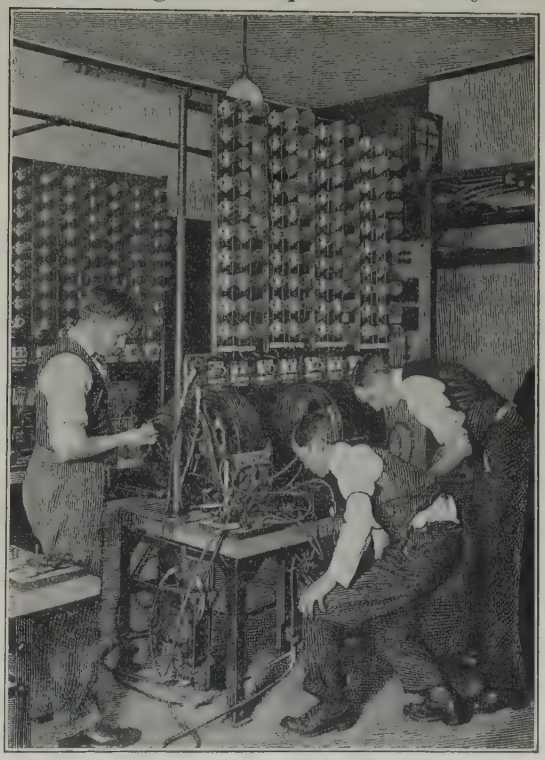
*He who pursues two hares at once does not catch one, and lets the other go.*
*Poor Richard's Almanac.*

## LESSON XCV. THE ELECTRICAL TRADES

Electricity is a strange and wonderful power of nature. We see it often during a storm in the form of lightning, but as yet we know very little about it. Men are studying the laws of electricity, however, and are learning how, by the use of invention, to make this wonderful force the servant of man. By the use of instruments

electricity may be changed into heat, light, or power to move machinery.

This work of changing electricity into the forces which, for example, will warm, light, and push a trolley car along the track, is carried on by men called electricians. These men have studied and know the laws which control electricity and magnetism. They know how to produce or make electricity and how to use it as a power or force for doing work. The field of the electrical vocations is a broad one and offers to trained workers many chances for interesting and paying work.



*Courtesy Franklin Institute, Boston*

TESTING AN ELECTRICAL DYNAMO

Like the machinist, the electrician must have a natural fitness for his work. The competent general electrician should know first all about such processes as wiring a building for electric bells, alarms, and lights, how to

put up telephone and telegraph wires and to make the proper connections.

He should understand how to run electrical engines in the shop or power-house. He should know how to handle with safety, make, put together, repair, and operate all electrical machines such as batteries, motors, and dynamos. If he is an expert electrician, such as the electrical engineer, he knows all this and much more, for he is able to plan and build such things as great electrical railways with signals, switches, and stations.

Of course a man may be a successful electrician and not know all these things. He may be very competent in his own line of work, but the more any man knows about the other branches of his vocation, the better are his chances for getting ahead and the higher is his rank as a workman. The electrical trades especially need trained minds, for much of the work is still new, and the man who is best able to meet new conditions is the man who best fills his place. Like the mechanical trades, the electrical trades offer fine opportunities for invention to the man who has natural skill in mechanics.

The trade schools offer courses in the electrical vocations and most of them have evening classes. Many of these schools are free and some of them assist competent pupils to find positions. It is not a difficult matter to fit yourself for entering the trade school, and when you have once started on your training you will see at once the benefit to yourself. Do not expect too much, however, especially in a short time. Expect only to improve yourself for your daily work, or to get enough knowledge to be able to start in the work with a certain amount of

skill and understanding. And after all, is not this a good deal?

### VOCATIONAL GUIDANCE. RELATED ELECTRICAL TRADES

*To the Teacher:* — Proceed as in Lesson XCII.

| | | |
|---|---|---|
| general electrician | motorman | electrical engineer |
| telegraph operator | chauffeur | electrotyper |
| telephone operator | wireless operator | electroplater |

## LESSON XCVI. CHOICE OF WORDS

*To the Teacher:* — The following examples are typical only. Prepare additional lists to afford practice in using synonymous words. Use the dictionary with the pupils, and teach them how to follow the cross-references.

We often find in the English language several words which have the same, or nearly the same, meaning. Such words are called *synonyms*, and we must learn to use each in its proper place.

*Written Exercises*

1. Find one or more synonyms for each of the following words, and use correctly in sentences: —

| | | | |
|---|---|---|---|
| fast | honest | work | machine |
| ring | educate | vocation | business |

Many words, however, are used as synonyms, which are very different in meaning. Study the words in the following groups and use in sentences, taking care that each is used in its correct sense: —

2. high, tall quit, leave learn, teach trade, occupation
win, gain large, great discover, invent guess, think, expect

The following words are often misused. Study them and then use them correctly in sentences: —

| | | | | |
|---|---|---|---|---|
| 3. | nice | horrid | fine | lovely |
| | awful | elegant | funny | immense |

## LESSON XCVII. THE AGRICULTURAL TRADES

Tilling the soil is perhaps the oldest trade in the world. We call this vocation agriculture, or farming, and it is now considered the chief industry in the United States. Men of all classes are leaving the crowded city and beginning to follow this vocation more and more. The farmer's life is an independent and healthful one. He has no fear that some day his work will be taken away from him. He is able to make a good living and safely to invest his earnings in his own home and property.

Those who would like to take up farming would do well to think about it seriously, and those who are now working on farms would do well to stay there and try to advance themselves in their work, by extra study and training.

There are many kinds of work related to farming, and success in any of these awaits the skilled man or woman farmer. Although general farm work is too laborious for women, there are many farm occupations in which women may succeed. One woman is known to have made a little fortune just by raising hothouse strawberries in winter, for the city markets.

The best way to enter any of the farming trades is to

hire out, or to buy a small farm. It is not necessary, however, to own a farm in order to get experience, and it is always wise to remember that in starting in any business by yourself, you must have enough money on hand to carry you through the first year. If you have some money and wish to buy a farm, write to the State Board of Agriculture in the capital city of this or any other State in the Union, and you will receive from them all information as to the farms for sale or to rent, in that State. The United States Government also has land for sale, mostly in the West. You can find out about these government lands, as well as about certain free lands, by writing to the Land Office, Washington, D. C.

Before moving, the farmer should consider carefully, and above all else, such facts as the location, the soil, the products, and the climate of the new country, and his chances of getting work there.

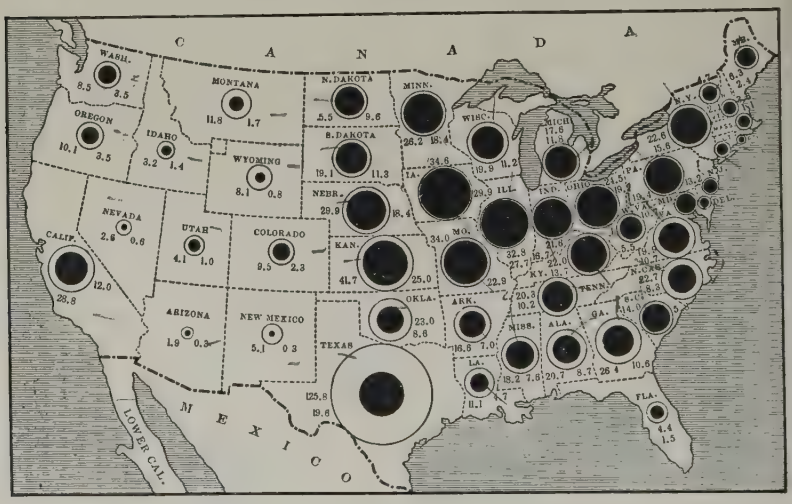
Let us now study the map on page 182.

The black circle within each State shows the amount of land used for farming in that State. Thus we will notice first, that the New England States and New York State are farming regions. Outside the busy towns of these States there are many farms for sale. These farms are for sale simply because the soil is "run out" from having been cultivated for many years. Let the soil be properly fed, however, and these farms will fully repay the buyer for his labor. For most of these farms lie near the big cities, where the markets for farm produce are so good.

Find other farming States on the map. Notice that the sign shows that in some of these States the greater

part of the entire land of the State is used for farming. Notice, too, that the outer ring in certain States shows that there is still much rich land waiting for farmers.

Look now at the great farming States of the Middle West. Here it would be found that the farms are larger and the soil richer. The cost of shipping produce to the markets, however, would be greater than in the East. Why?




ACREAGE OF FARMS IN THE UNITED STATES

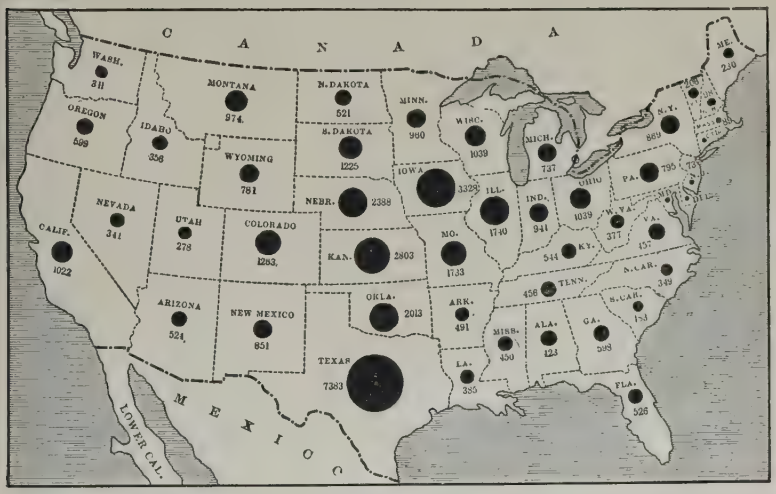
The figures represent the number of millions of acres in the various States. The total acreage is shown by the outer ring; the improved acreage by the inner black circle. Total for the United States, 839,000,000 acres; improved, 414,000,000 acres. — *Report of U. S. Dept. of Agriculture, 1910.*

Iowa, Illinois, Kansas, Missouri, Indiana, Ohio, and the other States of the Mississippi Valley are the great regions for raising wheat, oats, barley, and other grains.

What Western States are least engaged in farming? Why? What industry do you suppose is best carried on in these States?

Farther west on the warm Pacific Coast we find more farming States, for there the climate is finely suited for raising fruits for Eastern markets.

In the Southern States, also, we see that much of the land is used for farming. Broad plantations of cotton, corn, rice, sugar-cane, and tobacco are there waiting for new workers and settlers.




NUMBER OF CATTLE IN THE UNITED STATES

The figures represent the average annual number of thousands of cattle, other than milch cows, on farms in the various States during the years 1899-1908. Total for the United States, 42,650,000. — *Report of U. S. Dept. of Agriculture, 1910.*

This map shows us the States that are most engaged in cattle-raising or stock-breeding. This industry, for the most part, goes hand in hand with farming and offers the most healthful employment to those who like the broad outdoor life.

For a farmer should have a natural liking for country life, the strength and courage for hard work, and a cer-

tain amount of experience in real farm work. A farmer needs to understand all about the soil, how to feed it, drain it, and make it fruitful. He must know all about live stock, such as cattle, swine, and poultry, how to breed them and care for them.

He must know how to grow grains, fruits, and vegetables, protect them from pests, harvest them, and ship them to market. He needs a knowledge, too, of dairy work, such as the making of butter, and cheese, and the testing of milk.

How is the farmer going to get all this knowledge? The best way is, by learning from both actual farm work and book-study. There are good schools of agriculture in almost every State, and many of these offer short courses in special kinds of farming.

If, however, you are not able to attend any of these schools, you can do much to help yourself in this vocation. Attend the agricultural exhibits and fairs, and the Farmers' Institutes. Ask at the Public Library for the reading-lists on special kinds of farm work. Study the bulletins sent out at little or no cost by your State Board of Agriculture. The State makes a business of giving free information to farmers, and is willing to tell you anything, even the kind of crops best suited for raising in the State and just how to go about it.

### VOCATIONAL GUIDANCE

*To the Teacher:* — Proceed as in Lesson XCII. The work in vocational counseling should include practice in reading the thermometer and the barometer, and in explaining from the newspaper the daily weather reports and the market reports.

| | | |
|---|---|---|
| general farming | bee-keeping | flower-culture |
| stock-breeding | market-gardening | fruit-growing |
| poultry-raising | dairying | forestry |

## LESSON XCVIII. THE DOMESTIC VOCATIONS

Everyone must live in some kind of a home and is likely to find his chief happiness there. No man, woman, or child ever reached true and happy success in life who

*Courtesy, North Bennet Street Industrial School, Boston.*

A CLASS IN COOKING

missed the benefits of a good home. The home need not be a grand one, but it should be one in which there is plenty of sunshine and fresh air, and where everything is clean and neat, and the food wholesome and well

cooked. In such a home there is sure to be found health, peace, and happiness.

All this depends upon the maker of the home. Home-making is woman's true vocation. There is no work in the world more important, for the home-makers or women of the land really have in their hands the making of the nation. As much sickness and misery are caused by careless, ignorant, and slack housekeeping, as by drunkenness. In fact, the drink habit is often caused because the body is not satisfied, but is half-starved from living on poor or badly cooked food. Somebody has wisely said to women, "Make the home so pleasant for a man that the saloon will have no attraction for him."

The work of home-making, or domestic art, is a vocation of high rank, and one which demands as much ability, judgment, and training as do the other vocations. The true home-maker should like the work of housekeeping or make herself like it, and train herself to do it well.

She should know about foods, how and what to buy, and the value of each kind as nourishment. She should know the right way to prepare or cook the food, and how to serve it.

Good housekeeping also means that a woman should know how to care for the kitchen, the dining-room and the dishes, and the bedrooms and other rooms. She should know the right way of cleaning and ventilating rooms and of laundering clothes. She should know how to care for children, and how to nurse the sick at home. She should know how to sew, and how to buy, make, and repair clothing.

Do you not see, then, that domestic work is very important as a vocation? Do you not see that this line of work offers to women the best of chances for paying occupation? The reason that women have never been paid well for housework is, that they have failed to make themselves competent enough to demand good wages.

The shop, the store, and the office are already too crowded with women workers. There is, on the other hand, great need everywhere for women who are trained in domestic service. The best kind of work to do is that for which there is real need and for which the worker is fitted.

There is no limit to the openings for women, who, by experience and training, have become skilled workers in the domestic vocations. A woman may advance herself, by training, from the position of maid or waitress to that of housekeeper, stewardess, head cook, or head laundress. The woman who becomes skilled in dressmaking, millinery, or tailoring has the chance to become an expert in some one of the many needle trades.

There is every opportunity to-day for woman to get this training, either for her work at home or outside. Public and private trade schools offer evening courses in the different branches of household arts. These schools give training in other arts, also, such as pottery-making, basket-weaving, rug and lace-making. Have you not brought with you from the old country some secret for making beautiful rugs, or weaving lace? Why not learn to use this art here, for your own profit and the benefit of others?

*To the Teacher:* — Proceed as in Lesson XCII.

| | | |
|---|---|---|
| cook | matron | tailoress |
| baker | housekeeper | milliner |
| confectioner | janitress | designer |
| dietitian | nurse | weaver |
| caterer | governess | lace-maker |
| waitress | maid | embroiderer |
| demonstrator | laundress | manicurist |
| stewardess | dressmaker | hairdresser |

## LESSON XCIX. CHOICE OF WORDS

There are many words somewhat alike in form and pronunciation, but having very different meanings. Such pairs of words need careful study in order that they may be used correctly. With the use of the dictionary, study the following words for differences in spelling, pronunciation, and meaning. Then use each word in a sentence. Name other words besides those given which are often confused in meaning.

| | | | |
|---|---|---|---|
| love | lie | advise | celery |
| like | lay | advice | salary |
| | | | |
| sit | stop | accept | precede |
| set | stay | except | proceed |

## LESSON C. THE CIVIL SERVICE VOCATIONS

How would you like the United States Government for an employer? The work of carrying on the public

affairs of our nation needs a large force of helpers, both men and women. These people are employed in the different departments of public service and together they make up what is known as the Civil Service.

This means that all these people, engaged in many different vocations, are public employees of the City, the State, or the Nation. The Government is a very good employer. Those who work for the Government are paid promptly and well.

These workers are people who have first been trained in commercial work, or in some one of the industrial or professional vocations, and who have been chosen because of their special fitness to do work of various kinds for the Government.

Of course, the higher positions in the Civil Service of the National Government, such as those at Washington, are open only to those who have had broad experience, complete education, and great ability and fitness for these positions. The same is true of the higher positions under the State Governments.

There are, however, under the National Government more than one hundred thousand lower offices which are open to those who can meet the necessary conditions. These positions include clerkships in government offices, such as the custom-house, or the post-office, and the work of letter-carriers or of clerks on mail trains.

In some States certain positions in the city offices, and positions as firemen and policemen, are filled by persons who can meet the standard set by the Civil Service Rules.

There is only one way, with a few exceptions, to get

a position in the Civil Service anywhere. This is by passing an examination. To be allowed to take the examination the candidate first must be able to meet certain conditions in regard to age, sound health, and good character. He must also be a citizen of the United States, either native-born or *naturalized*.

If the candidate can meet these conditions, he may take an examination as to his training and education. Even for the lowest positions under Civil Service law a person must be able to pass an examination in English, reading and spelling, arithmetic, geography, and civil government.

Besides these tests, there are also special tests for the special positions. These examinations are held at certain times in every State and are advertised in advance. If at any time in the future you should decide to take a Civil Service examination, make up your mind that you may have to try more than once before you succeed in passing, and that, even after passing, you may have to wait for a position. For the positions are given by the merit system, that is, the candidates are chosen according to their standing on the list of those who pass the examinations.

The reports of the Civil Service Commission, showing its work and explaining the rules and regulations, can be found usually at the Public Library. Anyone who wishes full information as to the tests for the different positions should write to the Civil Service Commission, Washington, D.C., and ask for the little book which will tell you about the examinations.

*Topic for Discussion*

The local, state, and national Civil Service as to the respective offices of each, and requirements and procedure necessary for possible appointment.

EXERCISE IN LANGUAGE. THE COMPOUND SENTENCE

*To the Teacher:* — Review exercises under Lessons I, II. Select from later review lessons simple examples of the *compound sentence.* Lead the pupils to recognize this kind of sentence as simple sentences joined by connecting words or *conjunctions.*

*Written Exercise*

Form compound sentences by employing the following conjunctions. Use these sentences for the written exercise. Thus, —

The candidate must pass a test *and* then he must wait for a position.

| | | | |
|---|---|---|---|
| and | as | if | so |
| or | but | thus | yet |
| nor | than | unless | although |
| for | moreover | whether | because |

## LESSON CI. SUCCESS IN LIFE

We have learned that the first thing which counts for success in a lifework is the choice of a vocation. This choice depends upon the person himself and his special fitness for a certain kind of work. Something more, however, is needed for success in life. This is character.

Character may be said to be what a person really is. It is the make-up of his soul, his mind, thought, and habits. Thus a man of high character has honor, or a true sense of right and wrong. He is honest in thought, speech, and act. He has a high regard for his promise or

word. He is faithful in carrying out all his duties, even when necessary, at his own loss.

There may be success in life without success in business. True and lasting success is the building-up of a pure and loyal character, a wealth without price, as honorable men of all ages have taught us, not only by their lives but by their deaths. The man who believes trustingly in God and in a future life has something towards which to look with cheerful hope, while doing his best in the work of the present life.

Other traits which go to make up a fine character are firmness of purpose, courage, and self-reliance. Purpose is one's aim in life, and courage is the heart and moral strength to follow the aim.

No matter what business you take up, if you want to succeed you must do your work a little better than others. Simply doing your duty is not enough, for everyone is expected to do his duty. You cannot make your superiors think you are interested in your work if you watch the clock too closely. One secret of success is, always to do more than one's duty.

Besides what we are in character we are often judged by what we seem to be, and the young person who hopes to get along in life cannot be too careful of appearances, especially in dress and manners. The dress should always be quiet, perfectly neat, and never loud, showy, or in extreme style. "A good name is rather to be chosen than great riches."

One's manners in public, too, mean so much. The well-bred man or woman never talks or laughs loudly in public, never chews gum, never attracts attention in any way.

Nothing tells more quickly what a person is than his speech. Everyone should form the habit of using always the best English he knows. Don't use slang, or flippant, or profane talk. Is a man able to make himself better understood by swearing? Not at all. As for vulgar language the person who uses or listens to it soils his character much in the same way as one who wishes to keep his hands clean, yet handles coal.

All these things make up character, and that is the important thing; for high character, joined to ability, is bound to win success in any work of life.

### EXERCISE IN LANGUAGE. REVIEW OF VERBS

*To the Teacher:* — Review language exercises under Lessons IV, V, VII, X, XL.

*Written Exercises*

1. Write any three forms of the following verbs, to show present time, choosing different nouns or pronouns for subjects. Thus, —

| I choose | The boy chooses | We are choosing | |
|---|---|---|---|
| follow | offer | think | operate |
| guide | ask | engage | train |
| hold | find | start | talk |

2. Write the past tense, and the perfect or past participle, of each of the same verbs.
3. Write the future tense in the three persons.

### EXERCISE IN PENMANSHIP

*Associate yourself with men of good character and remember that it is better to be alone than in bad company.*

*George Washington.*

## LESSON CII. SOME SUCCESSFUL MEN

A great American writer has said, "No one can cheat you out of ultimate success but yourself." In other words, the character, the career, and the fortunes of every man are largely of his own making.

By far the greatest number of successful men have become such through their own hard labor. They were men who had their own purpose in life, and courage and will to follow it in spite of every hardship in their way. Lincoln once walked forty miles to borrow a book which he could not afford to buy.

Andrew Carnegie once said, "There is no use whatever, gentlemen, trying to help people who do not help themselves. You cannot push anyone up a ladder unless he is willing to climb a little himself. When you stop boosting he falls, to his own injury."

Carnegie was born in Scotland and came to this country as a young lad. His first job was as "bobbin boy" in a cotton factory in Pennsylvania. He did not stay long at that work, for he soon became a telegraph messenger boy. Later he learned telegraphy. His promotions then came so fast that during the Civil War he was in charge of a military railroad and the government telegraph lines.

He had not yet, however, found his true vocation. That came later, when his attention was drawn one day to the wooden bridges used at that time. Young Carnegie asked himself, "Why not have iron bridges?" Most men would have stopped with the thought, but not he. He went out and formed a company and raised

the money to build iron bridges. From that time on, we hear his name in connection with the wonderful and immense iron and steel industries of this country. This was his true vocation, and he put all his thought, energy, and wonderful ability into it.

Another leader in the working world is Thomas Edison, the most wonderful inventor of our times. He is of Dutch parentage, and as a young boy earned money by selling papers.

Like Carnegie, he, too, learned telegraphy. He was always fond of making experiments and of study, until today he is the greatest inventor the world has ever known.

Among many other things, he has invented the electric bulb light, the phonograph, and the machine which shows us "moving pictures."

There are other men, some of whose names we may only mention, who have made their own place in the world. Jacob Riis, born in Denmark, is one who has done much for his fellow men. He has worked hard to improve the living and working conditions of the poor, and to secure for children their rights both to go to school and to play.

Carl Schurz, too, although born in Germany, became a most loyal American, and his name stands high on the list of our great men, as scholar, statesman, and orator.

Does it not, then, seem true that every man, according to his opportunities and his own efforts, may make of himself whatever he will?

### EXERCISE IN LANGUAGE. REVIEW OF VERBS

*To the Teacher:* — Review language exercise under lesson LXXXV.

*Written Exercises*

1. Conjugate the perfect tenses of the following verbs, using the personal pronouns as subjects: —

| | | | |
|---|---|---|---|
| say | build | promise | pass |
| need | invent | improve | wait |
| produce | repair | attend | control |
| demand | construct | change | handle |

2. Use in sentences the following verb-forms: plans; met; have expected; has drained; will feed; can grow; to breed; was shipped; might harvest; can cook; will prepare; shall nurse; is laundered; sewn; is woven; spoke.

## LESSON CIII. THE HARE AND THE TORTOISE

One day a hare met a tortoise.

"What a slow creature you are!" said the hare.

The tortoise only laughed and said, "I am willing to run a race with you."

"All right," said the hare, and they asked the fox to be the judge.

Off together started the hare and the tortoise. Of course, the hare soon got far ahead. Getting careless, he then lay down to take a nap. He said to himself, "I can catch up whenever I please."

The tortoise, however, never stopped. On and on he jogged until he reached the goal. Just then the hare woke up, and, although he ran as fast as the wind, the tortoise had won the race.

"Slow and steady wins the race!" cried the judge.

Who speaks in the second sentence? What does he say? Give his exact words.

The exact words of anyone repeated by another are called a *quotation*. Read each quotation of the fable.

Notice the little marks (" ") before the first word, and after the last word, of the quotation.

*Written Exercises*

1. Copy the quotations, marking then correctly.
2. Write remarks made by different pupils and mark them as quotations.
3. Give titles of books, newspapers, etc., and write them in sentences as quotations.

## LESSON CIV. THE GOVERNMENT OF THE STATE

*To the Teacher:* — Read as review, Lessons XIII, XXVIII, XXX.

Thirteen of the States are older than the nation itself. We have seen how these first States grew from the original colonies; and how after the colonies had become free from England each was a little nation by itself. But the people soon saw that a single united form of government was needed to look after certain matters which concerned all the colonies equally.

The States, however, still wanted to keep for themselves the right to make such laws to control their own affairs as they saw fit, and that is why to-day each State has so much power for governing itself.

The State can make laws relating to certain affairs of

the people; for example, the public health, education, business, and the prevention of crime. Neither the National Government nor another State can interfere with a State's control of these matters within its own borders. On the other hand, no State can make a law which is opposed to the national Constitution or laws.

This power in lawmaking is given to each State in the State's own constitution made by the people themselves. The right to make such constitutions is given by the national Constitution, which says, "The United States shall guarantee to every State in this Union a republican form of government" (Art. IV, Sec. IV); that is, a form of government in which the people have the chief power.

The departments of State Government are the legislative, the executive, and the judicial, each department having its own special powers.

The legislature, or lawmaking body, consists of two chambers or houses. The upper chamber is the senate, and the lower, the house of representatives. These members of the legislature are chosen by vote of the citizens of the State. In nearly all the States the legislature holds a session every two years. To become a law a "bill" must pass both houses and be signed by the governor.

Since colonial days, however, the American people have always feared to give too much power into the hands of a few men; and among the ways by which they put a check upon their State Government is the initiative and the referendum.

The initiative means simply that the people hold the

right or power to introduce to the legislature a bill which they, the people, would like to have made a law.

Then, when this law or any other law is passed, it is put before, or referred to, the people for their approval or disapproval as shown by the vote. Thus the referen-

THE MASSACHUSETTS STATE HOUSE, IN BOSTON

dum allows the people to have a voice in the making of their state laws.

The executive officers of the State are the governor, the secretary of state, the auditor, the treasurer, and the attorney-general. They are all generally elected by the people, usually for a term of either two or four years. The governor's chief duties are to take care that the laws are faithfully executed, to supervise the work of the other executive officers, whose duties are defined in the con-

stitution of the State, and to see that the legislature acts upon necessary measures.

The judicial power of each State lies in a system of courts, generally in three grades. The lowest courts include the justice's courts, the police and other city courts. We read about these on page 91. The second grade includes the ordinary courts for the trial of civil and criminal cases. The third grade is the supreme court. This is the court of last resort in the State, and its principal business is to decide whether or not cases appealed from the lower courts were correctly judged in those courts.

### QUESTIONS FOR INVESTIGATION

What is the "bill of rights"?

Read the Tenth Amendment to the United States Constitution and discuss the scope of a State's power.

Read Art. I, Sec. X, and discuss the powers denied to the States.

Who are your representatives in the state legislature? Discuss the method of election, the term, salary, of each.

Who is the governor? What is meant by the governor's message?

Name the chief state commissions and bureaus. Name some subjects coming under state legislation. Organize the class into an upper and a lower house. Introduce a bill and put it through the required readings until it is ready for the governor's signature.

Read Amendments VI, VII, VIII. Discuss the jury system.

Supplement the above lesson with further discussion of the following topics: —

*a.* The location, boundaries, and cities of this State.

*b.* An historical sketch of the settlement of your State.

*c.* Read Art. IV, Sec. III, Clause I, and then discuss the adoption of this State into the Union.

## LESSON CV. PREPOSITIONS

*To the Teacher:* — *Prepositions* have thus far been introduced and drilled upon by idiomatic use. Examples should now be chosen from the review text which illustrate the use of this part of speech as *a word showing the relation between other words.* Thus, —

They meet *in* the capital city.

To the class: — Where do they meet? What word tells this? Read the sentence without this word. It is plain, then, that a word is needed to show the *relation* of the word "they" to the word "city."

A word placed before a noun or pronoun, to show its relation to some other word in the sentence, is called a *preposition.* The following are some of the most common prepositions. Study each for the spelling, and then use in a sentence: —

| | | | | |
|---|---|---|---|---|
| by | about | among | through | upon |
| of | above | before | toward | with |
| for | across | behind | under | within |
| to | against | beneath | between | without |

## LESSON CVI. THE GOVERNMENT OF THE NATION

*To the Teacher:* — Read as review, Lessons XLV, CIV.

There are many questions which no one State can decide alone, because these questions concern all the other States too. For instance, suppose that each State had the right to coin its own money. Would it not cause much trouble for the traveler if he had to exchange his money for a new kind every time he passed from one State into another?

So, at the very first, the United States found it better in every way to have one national or federal form of government over all the State Governments.

The National Government, like the State, has the three branches, legislative, executive, and judicial. The seat of government, or capital city, is Washington, in the District of Columbia. Here is held a great legislature for the whole country. Representatives of the forty-eight States of the Union meet and form what is known as Congress, the great legislative body of the nation.

Congress is made up of two houses, the Senate and the House of Representatives. The Senators are chosen by the state legislature, each State, whatever its size, sending two Senators to Congress.

The members of the lower house, or the Representatives, are elected by the people, the number from each State being in proportion to the population of that State.

The chief executive officer of the United States is the President. He is chosen by vote of all the citizens of the nation once in four years. Although this popular vote decides who is to be the President, the actual ballots which elect to the office are cast in an "electoral college" made up of delegates from each State. These men vote in accordance with the wishes of the citizens of their States, as indicated at the popular election.

The national judiciary is composed of a system of federal courts. These courts have authority to try only such cases as are given them by the provisions of the Federal Constitution and the laws of Congress. First, there are the inferior, or the district courts, one in each of the seventy-eight districts into which the country is divided. Then there is the Supreme Court of the United States. This last is the highest judicial authority of the nation. Its judgment is final. Since laws for the

whole nation might be passed by Congress and signed by the President and still be unjust and contrary to the spirit of the Constitution, the Supreme Court has the final decision if there is any question whether or not a law should be allowed to stand. For this reason, the court has often been called the "Defender of the Constitution." It is presided over by a chief justice and eight associate justices. The members of this court have always been men of the highest character and accomplishment.

### QUESTIONS FOR INVESTIGATION

Compare the legislative bodies of the City, State, and Nation.

Read the Constitution, Art. I, Secs. I, II, III, IV, V, VI, and Amend. XIV, Sec. III, and discuss the national legislature — its bodies and the election, powers, and restrictions of its members.

Discuss the direct election of United States Senators.

Who are your Congressmen?

Read Art. II, Sec. I, and Amend. XII, and discuss the method of electing the President, his qualifications, salary, etc. Read his oath.

State in just what way the voter helps to elect the President.

What and when is Inauguration Day?

What are the duties of the Vice-President?

Read and interpret Art. II, Sec. IV.

Read Art. III, Secs. I, II.

Discuss the following topics: —

*a.* City of Washington, its location; historical settlements; chief government buildings; its government and electorate.

*b.* Arlington and Mt. Vernon.

### EXERCISE IN PENMANSHIP

*Liberty and Union, now and forever, one and inseparable.*

*Daniel Webster.*

## LESSON CVII. THE CHOICE OF WORDS

*To the Teacher:*—Supplement the following lists by additional examples. Refer to the dictionary for definitions. Use the lists for an exercise in spelling and for sentence-building.

| | | | | |
|---|---|---|---|---|
| poll | plain | dun | peace | course |
| pole | plane | done | piece | coarse |
| | | | | |
| there | minor | been | berry | to |
| their | miner | bin | bury | too |
| they're | | | | two |

Study the following nouns and change each to a verb by changing the accent, or the pronunciation. Use each form in a separate sentence:—

| | | | |
|---|---|---|---|
| desert | use | rise | transfer |
| present | retail | contract | torment |

## LESSON CVIII. HOW OUR LAWS ARE MADE

Let us imagine that we are visiting the House of Representatives in the Capitol at Washington. Congress is in session, so we shall see a part of the process by which a law is made.

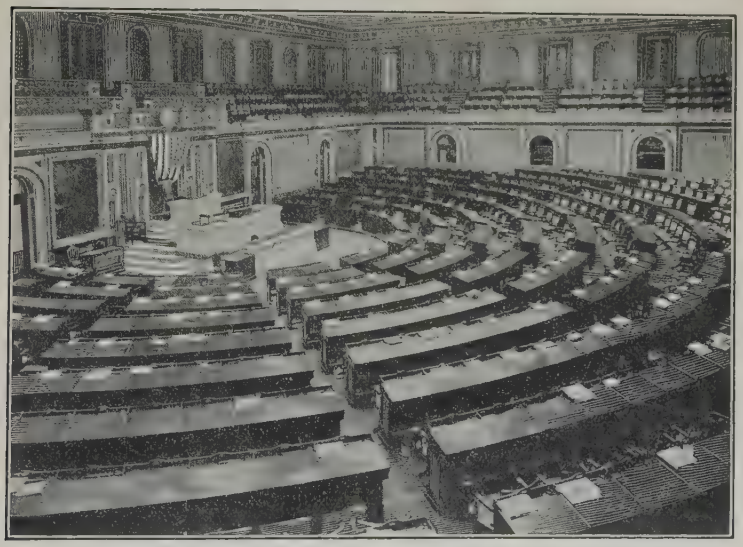
We are allowed to take seats in the visitors' gallery which looks down upon our Representatives at work.

The House looks just like a big schoolroom, each Representative sitting at his desk, and the Speaker of the House presiding at a high desk at the front.

What a noisy and disorderly school! The desks are covered with papers and books, and the men are talking

aloud and constantly roaming about the hall. Hear that clapping of hands! What does it mean? It is the Representatives calling for the pages, those smartly-dressed boys you notice everywhere, running about on errands for the Congressmen.

But watch! One of the Representatives is standing and making a speech, but no one seems to be listening



THE UNITED STATES HALL OF REPRESENTATIVES IN THE CAPITOL AT WASHINGTON, D. C.

to him. We cannot hear what he is saying, but we are told that he is telling the House what kind of a law he thinks ought to be made. Only a few of the other members, however, seem to be interested.

But watch more closely! The Representative has stopped talking, and the House seems to be taking a vote, for the members stand or sit as though at some

given signal of the Speaker. All at once the Speaker brings his mallet down on the top of his desk and cries: "The ayes seem to have it! The ayes have it!" The clerk and the stenographers begin to write rapidly, and once more the noise and the talking begin.

"What did they do?" you ask. Well, just then the House voted to spend ten thousand dollars to build a lighthouse on the coast of a certain State. The Congressman who made that speech is one of the Representatives from that State and it was he who introduced, or brought before the House, the bill asking for this money. This bill was just "passed" by the vote of the House.

Ah! Then all that seemed noise and confusion to us was not such to those carrying on this business of lawmaking. But are all bills passed as quickly as this one seemed to be?

No, for really that bill has been before the House for a long time. Many speeches have been made, both for and against it, and it has also been through the hands of a special committee. All the important lawmaking done in the House is, in fact, controlled by certain committees who are chosen for that purpose.

After passing the House, however, a bill is not yet a law. It must next go to the Senate, which meets in another hall in the Capitol. A session of the Senate is much more orderly and dignified. If the bill "passes" the Senate, it must then go to the President of the United States.

If the President thinks that a bill, or Act of Congress, ought to be made a law, he signs his name to it, and turns it over to the proper officers to see that it is enforced.

### QUESTIONS FOR INVESTIGATION

Read the Constitution, Art. I, Sects. V, VII, VIII, and discuss the proceedings and powers of Congress.

Read Art. I, Sec. IX, and discuss the powers denied to Congress.

Suppose a bill started in the Senate, what would be its course? Suppose either house failed to pass it, what would be the result? If the President had *vetoed* the bill, what would have happened? Has Congress any power over the President's veto?

When does Congress convene? What determines the length of the session?

What is a political issue? Name a few now current. What is the *Congressional Record?*

Organize the class into a congress; introduce pertinent bills, discuss, defend, pass, and submit them to a president.

## LESSON CIX. THE PRESIDENT'S CABINET[1]

Laws do not execute themselves. The President is the Executive, who is given the power by the Constitution to carry out the laws of the nation.

He never could do all this work alone, however, so he appoints certain men to help him. These men are his advisers and are called the President's Cabinet.

These nine men meet in the famous Cabinet Room in the White House, as the President's residence is called, around the table at which so many of the greatest men of our country have sat and shaped the history of our nation. Cabinet members are usually chosen for great ability shown in their private business. They are almost always of the same political party as the President.

Each member of the Cabinet is at the head of his

[1] Let the class read Lesson XLVI as a review introductory to this lesson.

own department, and must answer for his work directly to the President, who in turn is responsible to the people of the nation.

The Secretary of State ranks first among the members of the Cabinet. He has charge of all the foreign affairs of the Government. His department issues instructions to the American diplomats who represent us in the capitals and important cities of foreign countries. These officers are called ambassadors, envoys, or consuls, according to their rank.

It is the duty of a diplomat in whatever foreign country he may be to look out for the interests of the United States and to protect American citizens in the country where he is stationed. For instance, if an American should get into trouble in St. Petersburg, Russia, it would be his duty to go to the American Consul for help and advice.

A consul is an officer of the United States, appointed to live in a foreign port or city, to look after the commercial relations of the United States with that country. Thus, our nation has agents or consuls at almost every great commercial center of the world.

In just the same way these foreign countries send us diplomats, many of whom live in Washington. As no country has a voice by which it may speak for itself, it must speak and act through these diplomats. The Secretary of State, therefore, not only has correspondence with our American diplomats who live abroad, but he also holds frequent meetings with the foreign diplomats at Washington. Thus nation talks to nation in the most friendly and courteous way.

The Secretary of the Treasury is the member of the Cabinet who supervises the nation's receipts and expenditures. The department has also much important business of other sorts.

The Secretary of War has charge of all military affairs, while the Secretary of the Navy has control of our war-vessels and sailors.

The Secretary of the Interior has charge of such matters as the patent office, the public lands, Indians, pensions, education, and many other matters.

The Attorney-General is the lawyer for the National Government, and the Postmaster-General is the manager of the post-office system of the country.

The Secretary of Agriculture looks after the great farming interests, while the Department of Commerce and Labor does the same for the commercial and labor interests of the people of the United States.

### QUESTIONS FOR INVESTIGATION

Read the Constitution, Art. II, Secs. II, III, and discuss the powers and duties of the President.

Define Diplomatic Corps; Chinese Embassy; British Legation.

Who is our ambassador to your former country?

Who is the ambassador from your home country to this? Where does each reside?

Where in the United States is the nearest consular agency representing the interests of your native country? For what causes could you appeal to it?

What is a passport?

What are the objects of this nation's expenses; its revenues?

Define duty; tariff; import and export.

Discuss the national defense, army and navy.

What is the United States Signal Service?

## LESSON CX. PREFIXES AND SUFFIXES

*To the Teacher:* — In addition to work in word-building, drill upon the meaning and the spelling of these words.

Use the prefix *un* with: —

easy healthy clean load lock

Use the prefix *dis* with: —

agree honor obey please appear

Use the prefix *mis* with: —

spell manage carry judge spend

Add the suffixes *er*, *est*, *ly*, *ness*, to the following words, noting the change of *y* to *i*.

steady happy heavy busy lazy

Add the suffixes *ed*, *ing*, *able*, to the following words, noting that silent *e* is usually dropped before a suffix beginning with a vowel: —

admire advise move blame excuse

## LESSON CXI. OUR REPUBLIC

Because the people of the United States have the power to make their own laws, our government is called a democracy. Because the people make these laws through representatives that do the work for them, our form of government is called a republic.

Under some governments in Europe and Asia, the people have very little to say about the laws that shall govern them. Nor do the laws protect them all equally.

The man who works in the shop or the field may know only that laws are made and that he must obey them.

In our nation, however, this is not so. Although the United States is one of the youngest nations in the world, nowhere else have the people so many rights and privileges. Already you are fortunate in having chosen this country for a new home. It is a goodly country to which you have come, and it has much to offer those who have entered her gates and honestly seek a new life and greater opportunity.

It is good to have a country. Read the story of *The Man Without a Country* and see how unhappy and miserable he was. No flag to cheer, no place that he might call home.

The United States has always been the land of the foreigner, and the people here are of all races, yet they are all citizens of one great republic. Men and women sprung from Britons, Frenchmen, Russians, Germans, Africans, Hungarians, Spaniards, Slavs, Poles, and other races, are living and working here under one equal law.

They recognize that for all this republic gives them, it asks in return only that they may prove themselves worthy. The American people have always welcomed, and do now welcome to this country, the foreign-born. But the United States does not want within her gates the lawless, the wicked, or the shiftless man or woman of any country, not even her own.

Every citizen wishes to see his nation strong, prosperous, and honored by all. This is patriotism, or love of one's country, and the willingness to defend it from evils within or foes without.

Therefore, all of us should try to be true to the principles of our government in this free land. Honor the flag of your new country and be loyal to what it stands for — bravery, purity, and justice. Honor it because it means even more, for it is the symbol of all that has gone before, in winning for us all, as one people, liberty and union.

### QUESTIONS FOR INVESTIGATION

Compare with our republic, such forms of government as kingdom, absolute monarchy, despotism, canton, empire.

Compare with our chief ruler, such rulers as king, emperor, czar, sultan, mikado, shah, khedive.

Define citizen, patriot, subject, alien, exile.

Discuss the symbolism of the United States flag and seal.

Discuss flag-days of the State; the flags of other nations.

Read the Constitution, Art. IV, Sec. II, Clause 1.

Read the Constitution, Amend. I, and interpret by discussion.

Read and interpret Art. III, Sec. III, of the Constitution.

### HATS OFF!

HENRY HOLCOMB BENNETT

Along the street there comes
A blare of bugles, a ruffle of drums,
A flash of color beneath the sky:
Hats off!
The flag is passing by!

## LESSON CXII. SOME GREAT AMERICANS

Every country has its national heroes. You yourself come from a country which has produced great and good men. You have come to a country famous all over the

world for its heroes, reformers, and statesmen — the men and women who have made the nation what it is.

Who does not reverence the name of George Washington, the "Father of his Country." He was a great soldier, without whom America could never have won independence. He was also a great statesman who did more than anyone else to lay the foundations of our republic.

Another great American was Benjamin Franklin. Although he fought in no battles for our freedom, he gave in other ways for the cause. He gave money, time, and influence in seeking aid from France to help the colonies in their fight for liberty.

Moreover, he was the first colonist to plan and urge for the union of the colonies, the real beginning of our nation. He was one of the makers of the Constitution.

Besides his service to the nation, he has helped mankind in other ways. He was the first to discover that electricity and lightning are the same thing. Think of the wonderful inventions to which this has led.

And every one has heard of "Poor Richard's Almanac," a little book of his, printed once a year, which became famous for its wise sayings.

Many years later, the Civil War gave to Abraham Lincoln his opportunity. We may believe that his work could have been done by no one else. Of a great ruler who gave up his life for his people, three centuries ago, it was said as we may say of Abraham Lincoln: "He went through life bearing the load of a people's sorrows upon his shoulders, with a smiling face. . . . While he lived he was the guiding star of a whole brave nation; and when he died the little children cried in the streets."

But peace has her glories as well as war, and so we have a long list of other men, some of whom have written beautiful thoughts, or invented wonderful things, or done other deeds to make this nation the pride of the people.

For true patriotism, or loyalty to country, may also mean faithfulness to duty at home and to civic life: and the heroes of peace have done just as much for their country as those who died on the field of battle.

Every one who has helped, or is helping to bring about peace and friendship, not only of neighbor with neighbor, but nation with nation, is doing perhaps the best and bravest thing that has ever yet been done.

All around the world to-day the cry for universal peace is going up. And the day is not far off when war will cease forever. Nations will no longer fight like savages to settle quarrels, but, laying down their arms, they will be willing to submit their dispute to arbitration, or the judgment of a just authority.

This can come only when all people recognize the brotherhood of all the races; and when this has come, then will they live together like brothers — in love, justice, mercy, and the recognition of the rights of others as well as of their own.

### QUESTIONS FOR INVESTIGATION

Discuss international arbitration; the Hague Peace Conference.
What is a treaty? Who can make one?
What is the Monroe Doctrine? Discuss fully.
Tell why these Americans are famous: —
*Authors:* Irving, Cooper, Hawthorne, Whittier, Holmes.
*Inventors:* Whitney, Fulton, Morse, Field, Bell.

*Philanthropists:* Jane Addams, Andrew Carnegie, Jacob Riis, Peter Cooper, Booker Washington.

Name a few of the famous men and women of your native country.

Name some foreign-born people who have become noted American citizens.

## LESSON CXIII. COMPOUND WORDS

*To the Teacher:* — Review language exercises under Lessons XIII, XIV, XVI, XIX, XCI.

A noun that is made by joining two or more words is called a Compound Word.

The hyphen (-) is often used to separate the different parts of a compound word; as, son-in-law. But there is no rule as to this use of the hyphen. It is mainly a matter of usage, which may be learned from the dictionary.

Study the following compound words, telling what words compose each, and how the meaning of the principal word is modified in each case: —

| | | |
|---|---|---|
| grandfather | Englishman | man-servant |
| postman | schoolroom | woman-servant |
| vice-president | forty-eight | dining-room |
| postmaster-general | half-dollar | lieutenant-governor |
| spoonful | handful | brother-in-law |

*Written Exercises*

1. Use each word in a sentence, using or omitting the hyphen as in the example.
2. Form the plural of each word, noting that each plural is formed in one of the following three ways: —
   (*a*) Add *s*, as in forming the regular plural of nouns.
   (*b*) Change one part of the word.
   (*c*) Change both parts of the word.

3. Form the possessive of each of the above words and use in a sentence.

*To the Teacher:* — If practicable, give the pupils a comprehensive review of the entire grammatical course in this book, following Lesson LXVIII as a model.

This review will prove to be of especial value to pupils now fitted for more advanced work in English, for from it they will receive a clear conception of the fundamental facts of English grammar.

In connection with this work, use a regular text-book in English grammar for both individual and class study. Show the pupils that it sets forth in orderly sequence the grammatical facts and rules which have been introduced in this book.

## LESSON CXIV. OUR NATIONAL HYMN

Our national song is "The Star-Spangled Banner," written by Francis Scott Key about one hundred years ago.

During the War of 1812 between the United States and England a British fleet made an attack upon Fort McHenry in Baltimore Harbor. On the day before the battle Mr. Key had gone to one of the British ships to arrange for an exchange of prisoners. He was not allowed to leave for his home during the attack, which lasted throughout the whole night.

From the deck of the ship he anxiously watched the attack hour after hour. He feared that the soldiers at Fort McHenry might surrender and that the flag might be hauled down. In the darkness he could not see the flag except at intervals when the bombs and rockets made a little light.

His great joy at seeing the Stars and Stripes still waving in the breeze at the dawn of the new day was ex-

pressed in the thrilling song "The Star-Spangled Banner." It is said that he wrote this song on the back of an old letter which he had in his pocket.

THE UNITED STATES FLAG

As soon as the British allowed him to return home, the song was set to a piece of music popular at that time and published. Very quickly Americans everywhere became familiar with the verses. Everyone should learn to sing this national song.

THE STAR-SPANGLED BANNER

O say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars, through the perilous fight,
O'er the ramparts we watched were so gallantly streaming!

And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there:
O say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

On the shore, dimly seen through the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, now conceals, now discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines on the stream:
'T is the star-spangled banner! O long may it wave
O'er the land of the free and the home of the brave!

And where is that band who so vauntingly swore
That the havoc of war and the battle's confusion
A home and a country should leave us no more?
Their blood has washed out their foul footsteps' pollution.
No refuge could save the hireling and slave
From the terror of flight, or the gloom of the grave:
And the star-spangled banner in triumph doth wave
O'er the land of the free and the home of the brave!

Oh! thus be it ever, when freemen shall stand
Between their loved homes and the war's desolation!
Blest with victory and peace, may the heaven-rescued land
Praise the Power that hath made and preserved us a nation.
Then conquer we must, for our cause it is just,
And this be our motto: "In God is our trust."
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave.[1]

[1] This song should be interpreted and memorized correctly. Read and interpret also the other famous national songs — "America," "Columbia, the Gem of the Ocean," etc.

# APPENDIX A

## THE CONSTITUTION OF THE UNITED STATES

*(adopted in 1787)*

### Preamble

We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

### Article I. The Legislative, or Lawmaking Power

#### *Section I. Congress in General*

All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

#### *Section II. The House of Representatives*

1. The House of Representatives shall be composed of members chosen every second year by the people of the several States, and the electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State Legislature.

2. No person shall be a Representative who shall not have attained to the age of twenty-five years, and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that State in which he shall be chosen.

3. Representatives and direct taxes shall be apportioned among the several States which may be included within this Union, according to their respective numbers, which shall be determined by adding to the whole number of free persons, including those bound

to service for a term of years, and excluding Indians not taxed, three fifths of all other persons. The actual enumeration shall be made within three years after the first meeting of the Congress of the United States, and within every subsequent term of ten years, in such manner as they shall by law direct. The number of Representatives shall not exceed one for every thirty thousand, but each State shall have at least one Representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to choose three, Massachusetts eight, Rhode Island and Providence Plantations one, Connecticut five, New York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

4. When vacancies happen in the representation from any State, the executive authority thereof shall issue writs of election to fill such vacancies.

5. The House of Representatives shall choose their speaker and other officers; and shall have the sole power of impeachment.

*Section III. The Senate*

1. The Senate of the United States shall be composed of two Senators from each State, chosen by the legislature thereof, for six years; and each Senator shall have one vote.

2. Immediately after they shall be assembled in consequence of the first election, they shall be divided as equally as may be into three classes. The seats of the Senators of the first class shall be vacated at the expiration of the second year, of the second class at the expiration of the fourth year, and of the third class at the expiration of the sixth year, so that one third may be chosen every second year; and if vacancies happen by resignation, or otherwise, during the recess of the legislature of any State, the executive thereof may make temporary appointments until the next meeting of the legislature, which shall then fill such vacancies.

3. No person shall be a Senator who shall not have attained to the age of thirty years, and been nine years a citizen of the United States, and who shall not, when elected, be an inhabitant of that State for which he shall be chosen.

4. The Vice-President of the United States shall be President of the Senate, but shall have no vote, unless they be equally divided.

5. The Senate shall chose their other officers, and also a President pro tempore, in the absence of the Vice-President, or when he shall exercise the office of President of the United States.

6. The Senate shall have the sole power to try all impeachments. When sitting for that purpose, they shall be on oath or affirmation. When the President of the United States is tried, the Chief Justice shall preside: and no person shall be convicted without the concurrence of two thirds of the members present.

7. Judgment in cases of impeachment shall not extend further than to removal from office, and disqualification to hold and enjoy any office of honor, trust or profit under the United States: but the party convicted shall nevertheless be liable and subject to indictment, trial, judgment and punishment, according to law.

*Section IV. How Senators and Representatives shall be chosen, and when they are to meet*

1. The times, places and manner of holding elections for Senators and Representatives, shall be prescribed in each State by the legislature thereof; but the Congress may at any time by law make or alter such regulations, except as to the places of choosing Senators.

2. The Congress shall assemble at least once in every year, and such meeting shall be on the first Monday in December, unless they shall by law appoint a different day.

*Section V. Rules of Procedure*

1. Each house shall be the judge of the elections, returns and qualifications of its own members, and a majority of each shall constitute a quorum to do business; but a smaller number may adjourn from day to day, and may be authorized to compel the attendance of absent members, in such manner, and under such penalties as each house may provide.

2. Each house may determine the rules of its proceedings, punish its members for disorderly behavior, and, with the concurrence of two thirds, expel a member.

3. Each house shall keep a journal of its proceedings, and from time to time publish the same, excepting such parts as may in their judgment require secrecy; and the yeas and nays of the members of

either house on any question shall, at the desire of one fifth of those present, be entered on the journal.

4. Neither house, during the session of Congress, shall, without the consent of the other, adjourn for more than three days, nor to any other place than that in which the two houses shall be sitting.

### *Section VI. Compensation, Privileges, and Restrictions*

1. The Senators and Representatives shall receive a compensation for their services, to be ascertained by law and paid out of the Treasury of the United States. They shall in all cases, except treason, felony and breach of the peace, be privileged from arrest during their attendance at the session of their respective houses, and in going to and returning from the same; and for any speech or debate in either house, they shall not be questioned in any other place.

2. No Senator or Representative shall, during the time for which he was elected, be appointed to any civil office under the authority of the United States, which shall have been created, or the emoluments whereof shall have been increased during such time; and no person holding any office under the United States, shall be a member of either house during his continuance in office.

### *Section VII. Mode of Passing Laws*

1. All bills for raising revenue shall originate in the House of Representatives; but the Senate may propose or concur with amendments as on other bills.

2. Every bill which shall have passed the House of Representatives and the Senate, shall, before it becomes a law, be presented to the President of the United States; if he approve he shall sign it, but if not he shall return it, with his objections to that house in which it shall have originated, who shall enter the objections at large on their journal, and proceed to reconsider it. If after such reconsideration two thirds of that house shall agree to pass the bill, it shall be sent, together with the objections, to the other house, by which it shall likewise be reconsidered, and if approved by two thirds of that house, it shall become a law. But in all such cases the votes of both houses shall be determined by yeas and nays, and the names of the persons voting for and against the bill shall be entered on the journal of each house respectively. If any bill shall not be

returned by the President within ten days (Sundays excepted) after it shall have been presented to him, the same shall be a law, in like manner as if he had signed it, unless the Congress by their adjournment prevent its return, in which case it shall not be a law.

3. Every order, resolution, or vote to which the concurrence of the Senate and House of Representatives may be necessary (except on a question of adjournment) shall be presented to the President of the United States; and before the same shall take effect, shall be approved by him, or being disapproved by him, shall be repassed by two thirds of the Senate and House of Representatives, according to the rules and limitations prescribed in the case of a bill.

### *Section VIII. Powers granted to Congress*

The Congress shall have power:

1. To lay and collect taxes, duties, imposts and excises, to pay the debts and provide for the common defense and general welfare of the United States; but all duties, imposts and excises shall be uniform throughout the United States;

2. To borrow money on the credit of the United States;

3. To regulate commerce with foreign nations, and among the several States, and with the Indian tribes;

4. To establish an uniform rule of naturalization, and uniform laws on the subject of bankruptcies throughout the United States;

5. To coin money, regulate the value thereof, and of foreign coin, and fix the standard of weights and measures;

6. To provide for the punishment of counterfeiting the securities and current coin of the United States;

7. To establish post offices and post roads;

8. To promote the progress of science and useful arts, by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries;

9. To constitute tribunals inferior to the Supreme Court;

10. To define and punish piracies and felonies committed on the high seas, and offenses against the law of nations;

11. To declare war, grant letters of marque and reprisal, and make rules concerning captures on land and water;

12. To raise and support armies, but no appropriation of money to that use shall be for a longer term than two years;

13. To provide and maintain a navy;

14. To make rules for the government and regulation of the land and naval forces;

15. To provide for calling forth the militia to execute the laws of the Union, suppress insurrections and repel invasions;

16. To provide for organizing, arming, and disciplining the militia, and for governing such part of them as may be employed in the service of the United States, reserving to the States respectively, the appointment of the officers, and the authority of training the militia according to the discipline prescribed by Congress;

17. To exercise exclusive legislation in all cases whatsoever, over such district (not exceeding ten miles square) as may, by cession of particular States, and the acceptance of Congress, become the seat of government of the United States, and to exercise like authority over all places purchased by the consent of the legislature of the State in which the same shall be, for the erection of forts, magazines, arsenals, dock-yards, and other needful buildings; — and

18. To make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by this Constitution in the Government of the United States, or in any department or officer thereof.

*Section IX. Powers denied to the Federal Government*

1. The migration or importation of such persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the year one thousand eight hundred and eight, but a tax or duty may be imposed on such importation, not exceeding ten dollars for each person.

2. The privilege of the writ of habeas corpus shall not be suspended, unless when in cases of rebellion or invasion the public safety may require it.

3. No bill of attainder or ex post facto law shall be passed.

4. No capitation, or other direct, tax shall be laid, unless in proportion to the census or enumeration hereinbefore directed to be taken.

5. No tax or duty shall be laid on articles exported from any State.

6. No preference shall be given by any regulation of commerce or revenue to the ports of one State over those of another: nor shall vessels bound to, or from, one State, be obliged to enter, clear, or pay duties in another.

7. No money shall be drawn from the treasury, but in consequence of appropriations made by law; and a regular statement and account of the receipts and expenditures of all public money shall be published from time to time.

8. No title of nobility shall be granted by the United States: and no person holding any office of profit or trust under them, shall, without the consent of the Congress, accept of any present, emolument, office, or title, of any kind whatever, from any king, prince, or foreign state.

### *Section X. Powers denied to the States*

1. No State shall enter into any treaty, alliance, or confederation; grant letters of marque and reprisal; coin money; emit bills of credit; make anything but gold and silver coin a tender in payment of debts; pass any bill of attainder, ex post facto law, or law impairing the obligation of contracts, or grant any title of nobility.

2. No State shall, without the consent of the Congress, lay any imposts or duties on imports or exports, except what may be absolutely necessary for executing its inspection laws: and the net produce of all duties and imposts, laid by any State on imports or exports, shall be for the use of the Treasury of the United States; and all such laws shall be subject to the revision and control of the Congress.

3. No State shall, without the consent of Congress, lay any duty of tonnage, keep troops, or ships of war in time of peace, enter into any agreement or compact with another State, or with a foreign power, or engage in war, unless actually invaded, or in such imminent danger as will not admit of delay.

## Article II. The Executive, or Law-enforcing Power

### *Section I. The President, the Vice-President, and the Presidential Electors*

1. The executive power shall be vested in a President of the United States of America. He shall hold his office during the term of

four years, and, together with the Vice-President, chosen for the same term, be elected, as follows:

2. Each state shall appoint, in such manner as the legislature thereof may direct, a number of electors, equal to the whole number of Senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or person holding an office of trust or profit under the United States, shall be appointed an elector. . . .[1]

4. The Congress may determine the time of choosing the electors, and the day on which they shall give their votes; which day shall be the same throughout the United States.

5. No person except a natural-born citizen, or a citizen of the United States, at the time of the adoption of this Constitution, shall be eligible to the office of President; neither shall any person be eligible to that office who shall not have attained to the age of thirty-five years, and been fourteen years a resident within the United States.

6. In case of the removal of the President from office, or of his death, resignation or inability to discharge the powers and duties of the said office, the same shall devolve on the Vice-President, and the Congress may by law provide for the case of removal, death, resignation or inability, both of the President and Vice-President, declaring what officer shall then act as President, and such officer shall act accordingly, until the disability be removed, or a President shall be elected.

7. The President shall, at stated times, receive for his services a compensation which shall neither be increased nor diminished during the period for which he shall have been elected, and he shall not receive within that period any other emolument from the United States, or any of them.

8. Before he enter on the execution of his office, he shall take the following oath or affirmation: —

"I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect and defend the Constitution of the United States."

[1] Clause 3 has been omitted here, since its provisions, governing the method of the selection by the electors of the President and the Vice-President, have been changed by Article XII of the Amendments, adopted in 1804.

### *Section II. The Powers of the President*

1. The President shall be commander-in-chief of the army and navy of the United States, and of the militia of the several States, when called into the actual service of the United States; he may require the opinion, in writing, of the principal officer in each of the executive departments, upon any subject relating to the duties of their respective offices, and he shall have power to grant reprieves and pardons for offenses against the United States, except in cases of impeachment.

2. He shall have power, by and with the advice and consent of the Senate, to make treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the advice and consent of the Senate, shall appoint ambassadors, other public ministers and consuls, judges of the Supreme Court, and all other officers of the United States, whose appointments are not herein otherwise provided for, and which shall be established by law: but the Congress may by law vest the appointment of such inferior officers, as they think proper, in the President alone, in the courts of law, or in the heads of departments.

3. The President shall have power to fill up all vacancies that may happen during the recess of the Senate, by granting commissions which shall expire at the end of their next session.

### *Section III. The Duties of the President*

He shall from time to time give to the Congress information of the state of the Union, and recommend to their consideration such measures as he shall judge necessary and expedient; he may, on extraordinary occasions, convene both Houses, or either of them, and in case of disagreement between them, with respect to the time of adjournment, he may adjourn them to such time as he shall think proper; he shall receive ambassadors and other public ministers; he shall take care that the laws be faithfully executed, and shall commission all the officers of the United States.

### *Section IV. Impeachment*

The President, Vice-President, and all civil officers of the United States, shall be removed from office on impeachment for, and conviction of, treason, bribery, or other high crimes and misdemeanors.

## Article III. The Judicial, or Law-interpreting Power

### *Section I. The Federal Courts*

The judicial power of the United States, shall be vested in one Supreme Court, and in such inferior courts as the Congress may from time to time ordain and establish. The judges, both of the Supreme and inferior courts, shall hold their offices during good behavior, and shall, at stated times, receive for their services, a compensation, which shall not be diminished during their continuance in office.

### *Section II. Their Powers and Jurisdiction*

1. The judicial power shall extend to all cases, in law and equity, arising under this Constitution, the laws of the United States, and treaties made, or which shall be made, under their authority; to all cases affecting ambassadors, other public ministers and consuls; to all cases of admiralty and maritime jurisdiction; to controversies to which the United States shall be a party; to controversies between two or more States; between a State and citizens of another State; between citizens of different States; between citizens of the same State claiming lands under grants of different States, and between a State, or the citizens thereof, and foreign States, citizens or subjects.[1]

2. In all cases affecting ambassadors, other public ministers and consuls, and those in which a State shall be party, the Supreme Court shall have original jurisdiction. In all the other cases before mentioned, the Supreme Court shall have appellate jurisdiction, both as to law and fact, with such exceptions, and under such regulations as the Congress shall make.

3. The trial of all crimes, except in cases of impeachment, shall be by jury; and such trial shall be held in the State where the said crime shall have been committed; but when not committed within any State, the trial shall be at such place or places as the Congress may by law have directed.

### *Section III. What Treason is, and how it shall be punished*

1. Treason against the United States, shall consist only in levying war against them, or in adhering to their enemies, giving them

[1] This paragraph has been modified by Article XI of the Amendments, adopted in 1798.

aid and comfort. No person shall be convicted of treason unless on the testimony of two witnesses to the same overt act, or on confession in open court.

2. The Congress shall have power to declare the punishment of treason, but no attainder of treason shall work corruption of blood, or forfeiture except during the life of the person attainted.

## Article IV. Relations between the States and the Federal Government

### *Section I. State Authority to be recognized*

Full faith and credit shall be given in each State to the public acts, records, and judicial proceedings of every other State. And the Congress may by general laws prescribe the manner in which such acts, records and proceedings shall be proved, and the effect thereof.

### *Section II. Privileges and Immunities of Citizens; Extradition*

1. The citizens of each State shall be entitled to all privileges and immunities of citizens in the several States.

2. A person charged in any State with treason, felony, or other crime, who shall flee from justice, and be found in another State, shall on demand of the executive authority of the State from which he fled, be delivered up to be removed to the State having jurisdiction of the crime.

3. No person held to service or labor in one State, under the laws thereof, escaping into another, shall, in consequence of any law or regulation therein, be discharged from such service or labor, but shall be delivered up on claim of the party to whom such service or labor may be due.

### *Section III. Admission of New States; Congress to rule Territories*

1. New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the jurisdiction of any other State; nor any State be formed by the junction of two or more States, or parts of States, without the consent of the legislatures of the States concerned as well as of the Congress.

2. The Congress shall have power to dispose of and make all needful rules and regulations respecting the territory or other property belonging to the United States; and nothing in this Constitution shall be so construed as to prejudice any claims of the United States, or of any particular State.

*Section IV. States to be protected by the Nation*

The United States shall guarantee to every State in this Union a republican form of government, and shall protect each of them against invasion; and on application of the legislature, or of the executive (when the legislature cannot be convened) against domestic violence.

## Article V. How the Constitution is to be Amended

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose amendments to this Constitution, or, on the application of the legislatures of two thirds of the several States, shall call a convention for proposing amendments, which, in either case, shall be valid to all intents and purposes, as part of this Constitution, when ratified by the legislatures of three fourths of the several States, or by conventions in three fourths thereof, as the one or the other mode of ratification may be proposed by the Congress; provided that no amendment which may be made prior to the year one thousand eight hundred and eight shall in any manner affect the first and fourth clauses in the ninth section of the first article; and that no State, without its consent, shall be deprived of its equal suffrage in the Senate.

## Article VI. The Public Debt, the Supremacy of the Constitution, the Oath of Office

1. All debts contracted and engagements entered into, before the adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

2. This Constitution, and the laws of the United States which shall be made in pursuance thereof; and all treaties made, or which shall be made, under the authority of the United States, shall be the supreme law of the land; and the judges in every State shall be

bound thereby, anything in the Constitution or laws of any State to the contrary notwithstanding.

3. The Senators and Representatives before mentioned, and the members of the several State legislatures, and all executive and judicial officers, both of the United States and of the several States, shall be bound by oath or affirmation, to support this Constitution; but no religious test shall ever be required as a qualification to any office or public trust under the United States.

### Article VII. Ratification and Establishment of the Constitution

The ratification of the conventions of nine States, shall be sufficient for the establishment of this Constitution between the States so ratifying the same.

Done in convention by the unanimous consent of the States present the seventeenth day of September in the year of our Lord one thousand seven hundred and eighty seven and of the independence of the United States of America the twelfth. In witness whereof we have hereunto subscribed our names.

## AMENDMENTS TO THE CONSTITUTION

*(The first ten are commonly called the "Bill of Rights")*

[The first ten Amendments were proposed at the First Session of the First Congress of the United States. They were declared in force December 15, 1791. These Amendments were accompanied by the following explanatory preamble and resolution: —

Congress of the United States, begun and held at the city of New York, on Wednesday, the 4th of March, 1789. The conventions of a number of the States having, at the time of their adopting the Constitution, expressed a desire, in order to prevent misconstruction or abuse of its powers, that further declaratory and restrictive clauses should be added; and as extending the ground of public confidence in the Government will best insure the beneficent ends of its institution:

*Resolved, by the Senate and House of Representatives of the United States of America in Congress assembled, two thirds of both houses concurring,* That the following articles be proposed to the legislatures of the several States, as amendments to the Constitution of the United States, all or any of which articles, when ratified by three fourths of said legislatures, to be valid, to all intents and purposes, as part of said Constitution, viz:]

## Article I

*Freedom of Religion, Speech, and the Press; Right of Assembly*

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

## Article II

*Right to keep and bear Arms*

A well regulated militia, being necessary to the security of a free State, the right of the people to keep and bear arms, shall not be infringed.

## Article III

*Quartering of Troops, only by Consent*

No soldier shall, in time of peace, be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

## Article IV

*Limiting the Right of Search*

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

## Article V

*Guaranty of Trial by Jury; Private Property to be respected*

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case

to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

### Article VI

*Rights of Accused Persons*

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

### Article VII

*Rules of the Common Law*

In suits at Common Law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise re-examined in any court of the United States, than according to the rules of the common law.

### Article VIII

*Excessive Bail, Fines, and Punishments prohibited*

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

### Article IX

*Other Rights of the People*

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

### Article X

*Powers reserved to States and People*

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

## Article XI [1]

*Limiting the Powers of Federal Courts*

The judicial power of the United States shall not be construed to extend to any suit in law or equity, commenced or prosecuted against one of the United States by citizens of another State, or by citizens or subjects of any foreign State.

## Article XII [2]

*How the President and Vice-President shall be elected*

The electors shall meet in their respective States, and vote by ballot for President and Vice-President, one of whom, at least, shall not be an inhabitant of the same State with themselves; they shall name in their ballots the persons voted for as President, and in distinct ballots the persons voted for as Vice-President, and they shall make distinct lists of all persons voted for as President, and of all persons voted for as Vice-President, and of the number of votes for each, which list they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate; — The President of the Senate shall, in presence of the Senate and House of Representatives, open all the certificates and the votes shall then be counted; — the person having the greatest number of votes for President, shall be the President, if such number be a majority of the whole number of electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President, the votes shall be taken by States, the representation from each State having one vote; a quorum for this purpose shall consist of a member or members from two thirds of the States, and a majority of all the States shall be necessary to a choice. And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice-President shall act as President, as in the case of the death or other constitutional disability of the President. The person having the greatest number of votes as Vice-President, shall be the Vice-President, if such number be

[1] Declared in force January 8, 1798. [2] Declared in force September 25, 1804.

a majority of the whole number of electors appointed, and if no person have a majority, then from the two highest numbers on the list, the Senate shall choose the Vice-President; a quorum for the purpose shall consist of two thirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice-President of the United States.

## Article XIII [1]

### *The Abolition of Slavery*

1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

2. Congress shall have power to enforce this article by appropriate legislation.

## Article XIV [2]

### *Section I. Definition of Citizenship*

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States, and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

### *Section II. How Representatives shall be apportioned*

Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice-President of the United States, Representatives in Congress, the executive and judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in

[2] Declared in force December 18, 1865.
[3] Changes resulting from the Civil War. Declared in force July 28, 1868.

rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

*Section III. Disability resulting from Insurrection*

No person shall be a Senator or Representative in Congress, or elector of President and Vice-President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State Legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two thirds of each House remove such disability.

*Section IV. Definition of which Public Debts are to be paid*

The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.

*Section V. Congress to enforce the Article*

The Congress shall have power to enforce, by appropriate legislation, the provisions of this article.

## Article XV [1]

*The Negro admitted to Suffrage*

1. The right of the citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

2. The Congress shall have power to enforce this article by appropriate legislation.

[1] Declared in force March 30, 1870.

# APPENDIX B

## TABLES OF MEASURE

### Measures of Capacity

*Liquid Measure*

4 gills = 1 pint
2 pints = 1 quart
4 quarts = 1 gallon

*Dry Measure*

2 pints = 1 quart
8 quarts = 1 peck
4 pecks = 1 bushel.

### Measures of Weight

*Avoirdupois Weight*

16 ounces = 1 pound
100 pounds = 1 hundredweight
2000 pounds = 1 ton
2240 pounds = 1 long ton

*Troy Weight*

24 grains = 1 pennyweight
20 pennyweights = 1 ounce
12 ounces = 1 pound

### Measures of Extension

*Long Measure*

12 inches = 1 foot
3 feet = 1 yard
$5\frac{1}{2}$ yards = 1 rod
320 rods, or 5280 feet = 1 mile

*Square Measure*

144 square inches = 1 square foot
9 square feet = 1 square yard
$30\frac{1}{4}$ square yards = 1 square rod
160 square rods = 1 acre
640 acres = 1 square mile

*Cubic Measure*

1728 cubic inches = 1 cubic foot
27 cubic feet = 1 cubic yard
128 cubic feet = 1 cord
1 cubic yard = 1 load (of earth, etc.)
$24\frac{3}{4}$ cubic feet = 1 perch

### Measures of Time

60 seconds = 1 minute
60 minutes = 1 hour
24 hours = 1 day
7 days = 1 week
30 days = 1 commercial month
12 months = 1 year
360 days = 1 commercial year
365 days = 1 common year
366 days = 1 leap year
100 years = 1 century

## Measures of Value

*United States Money*

10 mills = 1 cent
10 cents = 1 dime
10 dimes = 1 dollar
10 dollars = 1 eagle

| | |
|---|---|
| 1 pound sterling (English money) | = $4.8665 |
| 100 centimes = 1 franc (French money) | = $0.193 |
| 100 pfennigs = 1 mark (German money) | = $0.238 |
| 1 crown (Norway, Sweden, Denmark) | = $0.268 |
| 1 drachma (Greece) | = $0.193 |
| 1 florin (Austria) | = $0.345 |
| 1 lira (Italy) | = $0.193 |
| Rouble of 100 Kopecks (Russia) | = $0.558 |
| Yen (Japan) | = $0.888 |

# A BRIEF DICTIONARY

*To the Teacher:* — The following "dictionary" is not a complete vocabulary of the book, since many of the words used in the reading lessons are sufficiently defined by their context. The words here given are those demanding pronunciation and definition. The form of each is that which is found in Webster's New International Dictionary (rather than the tense or number form appearing in the text), and the definition assigned to each is based upon the appropriate Webster definition. The Key to Pronunciation is based on the sounds which are taught in various exercises throughout the book, and follows as closely as possible the symbols used in the Webster dictionary. Practice in referring to this list of words will prepare the student for the use of the complete dictionaries of the English language.

*To the Pupil:* — The following lists contain many words in the reading lessons which you may find difficult to pronounce, or the meaning of which you may not understand. The Key to Pronunciation, which contains many of the sounds you already know, will help you to pronounce each word correctly.

When studying the meaning of a word observe that the same word may sometimes have more than one meaning according to the sentence in which it is used. In such cases try to select the particular definition which best fits the word as it is used.

## KEY TO PRONUNCIATION

ā, ē, ī (= ȳ), ō, ū, long
ă, ĕ, ĭ (= y̆), ŏ, ŭ, short

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ȧ | as | in | senȧte | ė | as | in | ėvent |
| ä | " | " | ärm | ē | " | " | fērn |
| å | " | " | åsk | e | " | " | they |
| ą | " | " | ąll | ee | " | " | see |
| â | " | " | câre | | | | |
| ạ | " | " | wạs | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| i̊ | as | in | i̊dea | | ȯ | as | in | sȯn |
| ï | " | " | machïne | | ô | " | " | ôrb |
| ī | " | " | bīrd | | o͝o | " | " | two͝ |
| | | | | | o͞o | " | " | fo͞od |
| o̊ | " | " | o̊bey | | o͝o | " | " | fo͝ot |

| | | | |
|---|---|---|---|
| ṳ̊ | as | in | ṳ̊nite |
| ṳ | " | " | rṳde |
| ṳ | " | " | fṳll |
| û | " | " | ûrn |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ou (= ow) | as | in | out | n̲ | as | in | in̲k |
| oi (= oy) | " | " | oil | s̲ (= z) | " | " | is̲ |
| c̶ (= k) | " | " | c̶at | gh (= ph) | " | " | cough |
| ç (= s) | " | " | niçe | th | " | " | thin |
| g̅ | " | " | g̅o | th | " | " | then |
| ġ (= j) | " | " | caġe | ch | " | " | chair |

ti, si, ci, ce = sh

**ăb brē/vĭ āte.** To make briefer.
**å bĭl/ĭ tў.** Power to perform.
**å būse/.** Improper treatment or use.
**ăc çĕpt/.** To receive.
**ăc çĕpt/ançe.** The act of accepting.
**ăc cŏm/plĭsh ment.** Education; talent.
**ăc côrd/ançe.** Agreement.
**ăc côrd/ĭng.** Agreeing.
**ăc/cu̇ răte.** Free from error.
**ăc knŏwl/ĕdġe.** To own or admit the knowledge of; to recognize as a fact or truth.
**ăc quīre/.** To gain, usually by one's own exertions; to get as one's own.
**ăc/tu̇ al.** Real.
**ăc/tu̇ al lў.** Really; positively.
**ăd mĭs/sion.** Power or permission to enter.
**å dŏpt/.** To accept; to approve.
**å dŭlt/.** A grown person.
**å dŭl/tĕr āte.** To make impure by mixing with something else.
**ăd vançe/.** 1. To move or go forward. 2. Improvement or progression.
**ăd vĕn/tūre.** A remarkable occurrence.
**ăd vīçe/.** An opinion recommended or offered as worthy to be followed.
**ăd vīg/ĕr.** One who gives advice.
**ăf fâir/.** That which is done or is to be done.
**ăf fōrd/.** To be able or rich enough.
**ā/ġen çў.** A body through which business is carried on.
**å ġree/.** To harmonize in opinion, statement or action.
**ăġ rī cŭl/tŭr al.** Related to farming.
**ăl/cō hŏl.** The intoxicating spirit in liquor
**ăl low/.** To grant, give, accord or yield.
**ăm băs/så dor.** A minister of the highest rank sent to a foreign court to represent there his sovereign or country.
**å mount/.** The sum total of two or more sums or quantities.
**ăn nounçe/.** To give notice; to make known.
**ăp pēal/.** To ask for another trial.
**ăp plĭ cā/tion.** The act of making request or soliciting.
**ăp plў/.** To make request.
**ăp point/.** To assign, designate, or set apart by authority.
**ăp prĕn/tĭçe.** One who is learning a trade.
**ăp prọv/al.** Liking; consent.
**ăr bĭ trā/tion.** The settling of a cause between parties in a dispute by a person chosen by the parties.
**ā/rė̆ å.** Size or extent of a surface.
**ăr/my.** A body of men armed for war.
**ăr rānġe/.** To put in proper order.
**ăs sĭst/.** To help.

**ăs sō/cĭ āte.** A companion; a person sharing in power or duties.
**ăt tăck/.** The act of falling on with force or violence; the beginning of a battle.
**ăt tĕnd/.** To be present at.
**ăt tĕnd/ançe.** The act of attending.
**ăt tĕn/tion.** The act or state of taking notice.
**ăt trăct/.** To invite notice.
**au thŏr/ĭ tў.** A right to command or to act.
**å vērt/.** To turn away; to prevent.

**bälm/ў.** Mild; soothing.
**bāt/tle.** A fight.
**bĕ lēve/.** To regard as true.
**bĕn/ĕ fĭt.** 1. A favor, or service. 2. To profit by.
**blĭnd/ness.** Condition of not being able to see.
**bŏmb.** A shell filled with explosive material.
**bŏr/rŏw.** To receive from another as a loan.
**breed.** To produce; to cause.
**brīef.** Short.
**brō/kĕr åġe.** The act of doing business for others.
**brŏth/ĕr hŏod.** The state of being brothers.
**bul/lĕ tĭn.** A brief statement of news.

**Căb/ĭ nĕt.** The advisory council of the chief executive officer of a nation.
**cā/ble.** A strong rope or chain.
**căp/ĭ tal.** 1. The seat of government of a state or a nation. 2. Property or money used in trade.
**căp/ĭ tal ĭst.** A person of large property which is used in business.
**cå reer/.** The course of life as in business, politics, etc
**çēase.** To stop.
**çĕl/ĕ brāte.** To honor by ceremonies of joy or respect
**cĕn/tral.** In or near the center; middle.
**çĕr/taĭn.** Sure; true.
**çĕr tĭf/ĭ cåte.** A written statement of the truth of any fact.
**chānġe.** 1. To make different. 2. Small coins.
**chăr/ăc tĕr.** Nature; strength of mind.
**çĭv/ĭc.** Relating to a city or citizen.
**çĭv/ĭ lĭzed.** Educated; refined.
**clāim.** To ask for by right.
**clĕrk/shĭp.** The vocation of keeping records or accounts.
**cŏl lĕct/.** To gather.
**cŏ lō/nĭ al.** Belonging or relating to a colony.
**cŏl/ŏ nĭst.** A member of a colony.
**cŏl/ŏ nў.** A company of people transplanted to another country and under the rule of the parent state.
**cŏm bĭ nā/tion.** Groups of figures.
**cŏm mănd/.** To order by authority.
**cŏm mĕr/cial.** Relating to trade or business.
**cŏm mĭs/sion.** A company of persons joined in the performance of some duty.
**cŏm mĭt/tee.** One or more persons elected or appointed to attend to any particular matter or business.
**cŏm/mŏn.** Belonging to all the members of a class; general; public.
**cŏm mū nĭ cā/tion.** The sending of messages from one to another
**cŏm mū/nĭ tў.** The body of people having common rights or living in one place.
**cŏm/på nў.** An association of persons for carrying on business.
**cŏm pâre/.** To look at for the purpose of noticing likenesses and differences.
**cŏm pĕl/.** To force to do anything.
**cŏm/pĕ tent.** Able to meet all requirements.
**cŏm plēte/lў.** Wholly; fully.
**cŏm plў/.** To agree; to consent.
**cŏm pōse/.** To make; to put together.
**cŏn çēive/.** To form; to begin.
**cŏn çĕrn/.** 1. To belong to. 2. Business; affair.
**cŏn dĭ/tion.** State of being.
**cŏn fĭrm/.** To make more certain.
**cŏn/flĭct.** Struggle; fighting.
**cŏn nĕc/tion.** State of being joined together
**cŏn/science.** The sense of right and wrong.
**cŏn sĭd/ĕr.** To think on with care.
**cŏn sĭst/.** To be made up.
**cŏn/stant.** Not given to change.
**cŏn strŭct/.** To put together; to build.
**cŏn strŭc/tion.** The process of putting together, anything built.
**cŏn/sŭl.** The business agent of a government in a foreign country.
**cŏr rĕct/.** Free from error.
**cŏr rĕ spŏnd/ence.** Communication by means of letters.
**coun/çĭl.** An assembly of men called to consider some important matter.
**coŭr/ăġe.** Power to meet danger or difficulties without fear.

**cōurs/es.** A line of study in school.
**cōurt.** Place where justice is granted.
**coûr/tĕ oŭs.** Polite.
**crāve.** To desire strongly.
**crī/sĭs.** A decisive moment.
**crowd.** To press together in numbers.
**cru/ĕl tў.** The causing of unnecessary pain or misery.
**cŭl/tĭ vāte.** To fertilize the soil.
**cŭr/rĕn cў.** That which has value as money.
**cŭs/tŏm.** Usage.

**dāi/rў.** Place where milk is kept and made into butter or cheese.
**dăm/ăge.** To hurt; to injure.
**dān/ġĕr ous.** Liable to cause harm.
**dĕad/lў.** Liable to cause death.
**dĕaf/ness.** The state of not being able to hear.
**dĕbt.** That which is due from one person to another.
**dē çīde/.** To settle a question.
**dē çĭ/sion.** The settlement of a question.
**dē clâre/.** To make known.
**dĕc/ō rāte.** To trim with ornaments.
**dĕd/ĭ cāte.** To set apart for sacred use.
**dē fĕnse/.** Protection.
**dē fīnĕ/.** To fix the meaning.
**dĕl/ē gāte.** Anyone sent and empowered to act for another.
**dē lĭv/ĕr.** To give forth as a letter.
**dē mând/.** To ask or call for with authority.
**dē mŏc/rą cў.** A government in which the power is in the hands of the people.
**dē nŏm/ĭ nā tŏr.** That part of a fraction which is below the horizontal line.
**dē pĕnd/.** To rely; to trust.
**dē pŏs/ıt.** To lay away for safe-keeping.
**dē scrībe/.** To make known to others by words or signs.
**dē şērve/.** To be worthy of.
**dē/tāil.** A small part; an item.
**dī/ą ġrăm.** A chart, plan, or drawing made to show mathematical, scientific or mechanical facts.
**dĭc tā/tion.** That which is uttered for others to write down.
**dĭf/fĕr ence.** The amount which is left when one amount is taken from another.
**dĭ ġĕs/tion.** The process of changing food into body-matter.
**dĭp/lō măt.** A person employed by a government to attend to its business with other governments.
**dĭ rĕc/tion.** Rule; order; command.
**dĭs/count.** A sum of money subtracted from the full amount of a bill or note.
**dĭs cōv/ĕr ў.** A making known; something found for the first time.
**dĭs cŭss/.** To talk over a matter.
**dĭş ēaşe/.** Sickness; disorder.
**dĭs gŭst/ĭng.** Not nice; sickening.
**dĭs ĭn fĕct/.** To purify.
**dĭs pĕn/są ry.** A place where medicine is prepared and given out.
**dĭs pūte/.** A quarrel.
**dĭs/trĭct.** A certain division of a state, county, town, city, etc., made for electoral or other purposes.
**dĭv/ĭ dĕnd.** The number to be divided.
**dĭ vī/sŏr.** The number by which the dividend is divided.
**dŏ mĕs/tĭc.** Relating to the home.
**drāin/ăge.** Way in which water, etc., is carried off from fields, towns, etc.
**dū/ty.** Thing that one ought to do.
**dў/ną mō.** A machine used in electrical work.

**ĕarth/quāke.** A shaking of the earth's surface.
**ē cŏn/ō mў.** The use of money without waste.
**ĕd ū cā/tion.** A training in knowledge or skill.
**ĕf fĭ/cien çў.** The power or ability to carry on work, business, etc.
**ē lĕct/.** To select for an office by vote.
**ē lĕct/ŏr al.** Relating to those who elect.
**ē lĕc trĭ/cian.** One who makes repairs or works with electric machines.
**ē mĕr/ġen çy.** An unforeseen event; an accident.
**ĕm ploy/.** To engage in work.
**ĕm ploy ee/.** One who works for another
**ĕm ploy/ment.** Work; vocation.
**ĕn/ē mў.** One who seeks the failure or overthrow of that to which he is opposed.
**ĕn/ĕr ġў.** Strength or power to do.
**ĕn fōrçe/.** To cause to take effect.
**ĕn gāġed/.** Occupied; employed.
**ĕn ġī neer/.** One who runs an engine.
**ĕn tīre/lў.** Wholly; fully.
**ĕn/voy.** A person sent with a message to a foreign government.
**ē quā/tŏr.** A line imagined to run around the earth's surface everywhere equally distant from the two poles.
**ē rĕct/.** Upright; not bent.
**ĕs pĕ/cial lў.** Particularly.
**ĕs tăb/lĭsh.** To set up and make firm.
**ē vĕnt/.** That which comes or happens.

**ē/vil.** Anything causing suffering or harm; sin.

**ĕx ăm ĭ nā/tion.** The process of testing one's knowledge or skill.

**ĕx ăm/ple.** 1. A problem in arithmetic. 2. One fact used to make the meaning of other facts clear.

**ĕx/çĕl lent.** Very good; of great worth.

**ĕx çĕp/tion.** A person, thing, or case not included.

**ĕx chānġe/.** One thing given in return for something of equal value.

**ĕx ĕc/ū tĭve.** That branch of government which carries out the law.

**ĕx hĭb/ĭt.** An article or articles displayed to view.

**ĕx/ĭt.** Passage out of a place.

**ĕx pĕct/.** To look forward to.

**ĕx pĕnd/ĭ tūre.** Money paid out.

**ĕx pē/rĭ ençe.** Knowledge or skill obtained by trial.

**ĕx pĕr/ĭ ment.** A test to prove some fact.

**ĕx/pĕrt.** Skillful in a particular subject.

**ex plō/sion.** A sudden violent and noisy bursting

**ĕx prĕss/.** 1. To tell. 2. A company for the quick transportation of goods.

**ĕx tĭn/guĭsh er.** Something with which to put out fire.

**fā/ble.** A short story which enforces a truth.

**fāil.** To be wanting; to fall short.

**fāith/ful.** True; honest

**fa mĭl/iar.** Intimate; well-known

**fā/moŭs.** 1. Widely known. 2. Bearing a name of high respect or honor.

**fā/vŏr a ble.** Suited to one's wish or benefit.

**fā/vŏr ĭte.** Best-liked.

**fĕd/ĕr al.** Relating to the United States national government.

**fī/nal.** At the end; the last.

**fĭt/ness.** State of being suitable or proper.

**fīxed.** Firm; held fast.

**flăġ/ship.** The ship that carries the chief officer of a fleet and flies his flag

**fŏl/lŏw ĭng.** Next after.

**fōrçe.** 1. Strength. 2. Power used without right.

**fŏr/eĭgn.** Belonging to another country.

**fŏr/eĭgn er.** One who was born in another country.

**fōrge.** To work metals.

**fôrm/al.** According to regular method.

**foun dā/tion.** That upon which anything stands.

**freight.** That which makes up the load of a vessel or a railroad car.

**fụl fĭll/.** To bring to pass; to carry out a plan.

**ġăr/bāġe.** Waste matter.

**ġās/ō līne.** A liquid used to produce heat and power.

**ġen/ĕr al.** Common to many; usual.

**ġen/ū ĭne.** Real; true.

**ġĕrm.** A small beginning; a seed.

**glō/rĭ oŭs.** Splendid; grand

**gôr/geoŭs.** Fine; showy.

**ġôv/ern.** To rule by law.

**ġôv/ern ment.** The body or power which rules.

**grăt/ĭ tūde.** Warm and friendly feeling toward the person who has done one a kindness.

**ġroup.** Many people or things together.

**ġuĭlt/ў.** Having done wrong.

**ġўm nā/şĭ ŭm.** A place for taking exercise.

**härd/shĭps.** Troubles.

**här/vĕst.** To gather in, as a crop.

**hĕalth/ful.** Giving health and strength.

**hĕav/en.** The dwelling place of God.

**hē/rō.** A brave person

**hīgh/land.** Land that is higher than the country around.

**hŏn/ĕst.** Just; having a sense of honor.

**hŏn/ŏr.** 1 Sense of right 2. Fame, a title applied to persons holding certain offices

**hŭ mane/.** Kind; having pity for others

**hўmn.** A song of praise

**ĭ dē/ā.** A thought, an opinion.

**ĭġ/nō rançe.** State of not knowing.

**il lŭs/trāte.** To show by lines or pictures

**ĭm ăġ/ĭne.** To think, to suppose.

**ĭm mĕnse/.** Very great.

**ĭm pôr/tant.** Of much value.

**ĭm prĕs/sion.** The effect which a person or event causes in the mind of another.

**im prọve/ment.** The process of growing better.

**ĭn clūde/.** To hold within; to contain.

**ĭn crēase/.** To grow larger.

**ĭn dĕ pĕnd/ence.** The state of being free

**in/dĭ cāte.** To point out; to show.

**ĭn dūçe/.** To lead on; to urge.

**ĭn dŭs/trĭ al.** Relating to industry or labor.

**ĭn dŭs/trĭ oŭs.** Busy.

**ĭn/dŭs trў.** Any work or business.

**in fĕc/tious.** Liable to spread disease.

**ĭn/flŭ ence.** Power used to gain an end.
**ĭn fôr mā/tion.** News; knowledge.
**ĭn/hĕr/ĭt.** To receive by birth.
**ĭn/jûre.** 1. To hurt. 2. To spoil.
**ĭn/land.** Not bordering on the sea.
**ĭn/nŏ cent.** Not guilty.
**ĭn sĭst/.** To force obedience.
**ĭn spĕct/.** To look at with care.
**ĭn stąll/ment.** A payment upon a debt which is divided into portions, payable at different times.
**ĭn strŭc/tion.** A lesson or teaching; a rule.
**ĭn/strụ ment.** A tool or machine.
**ĭn sụre/.** To make certain.
**ĭn tĕg/rĭ tỹ.** Honesty.
**ĭn tĕl/lĭ ġençe.** Knowledge; understanding.
**ĭn tĕnd/.** 1. To fix the mind upon. 2. To mean.
**ĭn/tĕr ĕst.** 1. That which holds the attention. 2. The price paid by a borrower for the use of what he borrows.
**ĭn/tĕr ĕst ĭng.** Having interest.
**ĭn tĕr nă/tion al.** Between two or more nations.
**ĭn/tĕr val.** A brief space of time or distance.
**ĭn trŏ dūçe/.** To bring to notice.
**ĭn vĕn/tion.** Something made for the first time.
**ĭn vĭ tā/tion.** A request of a person's company.
**īs/land.** A body of land surrounded by water.
**ĭs/sŭe.** To send out or publish, as a report.

**joûr/neў.** Travel from one place to another.
**joûr/neў man.** A worker who has learned his trade.
**jŭdġe.** 1. To decide the case of a person or persons in a court of justice. 2. The officer who makes such decisions.
**jŭdġ/ment.** The decision of a court.
**jū dĭ/cia rў.** The system of courts of justice.
**jū/rў.** A body of men selected to judge a case at court.
**jŭs/tĭçe.** 1. The principle of giving to each man his rights. 2. A judge.
**jŭs/tĭ fy.** To prove to be right and just.

**kĕr/ŏ sēne.** Oil which is burned to give light.
**knŏwl/ĕdġe.** That which one knows.

**lā/bĕl.** A slip of paper fastened to anything to show ownership, contents, etc.
**lā/bŏr.** To work.
**là bō/rĭ oŭs.** Requiring hard work; toilsome.
**lād/ĭng.** Freight; goods in a load.
**lăn/guaġe.** The words and combinations of words used and understood by the people of a country.
**lą̈un/dĕr.** To wash and iron clothes.
**lē/ġal.** Right according to law.
**lĕv/ĕl.** Even; flat.
**lĭb/ĕr tỹ.** Freedom.
**līght/house.** A tower with a light at the top to guide sailors at night.
**lĭm/ĭt ĕd.** Held within certain bounds.
**lō/cal.** Relating to or occupying a certain place.
**lō cā/tion.** Place.
**loy/al.** Faithful; true to the government, to one's friends, or to a principle.
**loy/al tỹ.** State of being loyal.

**mą çhĭne/.** A tool, instrument, or engine for doing certain kinds of work.
**mą çhĭn/ĭst.** One who makes or repairs engines, etc.
**mą ġą zĭne/.** A collection of reading material published at regular intervals.
**măġ/nĕt ĭsm.** The property which attracts iron.
**māil.** Letters, papers, etc., which come through the post-office.
**mą̆in tāin/.** To take care of and pay for.
**mą lā/rĭ ą.** A disease which causes chills and fever.
**măl/lĕt.** A small wooden hammer.
**măn/ą̆ġe.** To bring about; to govern.
**măn ŭ făc/tûre.** Anything made by hand or machine.
**mą tē/rĭ al.** That from which anything is made.
**mĕas/ŭre ment.** Extent, size, capacity, or amount.
**mĕ chăn/ĭc.** One who works with tools.
**mĕ chăn/ĭc al.** Relating to machines, tools, etc.
**mĕm/ŏ rў.** Remembrance.
**mĕn/tion.** A speaking of something in a brief way.
**mēr/chan dīse.** Whatever is usually bought or sold in trade or market by merchants.
**mēr/çĭ ful lў.** With pity.
**mĕr/ĭt.** Worth; reward.
**mĕs/są̆ġe.** Any notice or word sent from one person to another.
**mĕs/sĕn ġĕr.** One who carries a message.
**mĭl/ĭ tą rў.** Relating to soldiers or war.

**mĭs/ĕr a ble.** Unhappy.
**mĭs tāke′.** Something done wrongly.
**mĭxed.** Made up of different kinds of things.
**mŏn′ū ment.** Something that stands or remains to keep in remembrance what is past.
**mōr′phĭne.** A kind of poison.
**mō′tŏr.** A source of mechanical power.
**mŭl′tĭ ple.** A number which can be evenly divided by a certain number.
**mŭl′tĭ plĭ cand.** The number to be multiplied by another.
**mū′sĭc.** Sweet or agreeable series ofsounds.
**mỹst′ĕr ỹ.** Something wholly unknown; a secret.

**nā′tion.** A people connected by common language, customs and government.
**nă′tion al.** Belonging or relating to a nation.
**n ā′t ĭ v e.** Of or relating to the home country.
**năt′ū ral.** True to life.
**nĕc′ĕs să rỹ.** Such as must be; needed.
**nĕg lĕct′.** To treat with little care.
**nē′grŏ.** A black man.
**neigh′bŏr.** A person who lives near another.
**noŭr′ĭsh ment.** Food.

**ŏ bē′dĭ ence.** Doing as one is commanded.
**ŏb lĭ gā′tion.** Duty.
**ŏ blīge′.** To force to do something.
**ŏb sĕrve′.** To take notice.
**ŏb′stá cle.** That which stands in the way.
**ŏb tāin′.** To get.
**ŏc cū pā′tion.** One's work or business.
**ŏc′cū py.** To fill a place.
**ō′cean.** A large body of salt water.
**ŏf′fĭ cēr.** A person who holds a position of trust or authority.
**ŏp′ĕr āte.** To work.
**ŏp ĕr ā′tion.** Something to be done.
**ŏ pĭn′ion.** A belief.
**ŏp pŏr tū′nĭ tỹ.** A fit time; chance.
**ŏp pōse′.** To place over against.
**ŏp′pŏ site.** Facing.
**ŏr′á tŏr.** A public speaker.
**ôr′dĭ nance.** A rule enforced by authority of the government.
**ôr′dĭ nă rỹ.** Common; usual.

**pâr′ent ăge.** State of being a father or a mother.
**păr tĭc′ū lăr.** Special.
**păs′săge.** A way.
**pā′tient.** Undergoing pain or trial without complaint.
**pā′trĭ ŏt ism.** Love of one's country.
**păt′tĕrn.** A model; a plan.
**pạu′pĕr.** A very poor person.
**pāy′á ble.** Whatever can, may or should be paid.
**pāy′ment.** Act of paying.
**pēaçe.** Freedom from war.
**pĕn′man ship.** Style of hand-writing.
**pĕn′sion.** Money paid at regular intervals, for past services.
**pēr′fĕct.** Complete.
**pĕr fôrm′.** To do.
**pêr mĭt′.** To allow to do or have.
**plăn tā′tion.** A place planted; land cultivated.
**plĕdge.** A promise.
**poi′son.** To infect with some deadly or harmful matter.
**poi′son ous.** Harmful; acting like poison.
**pō′lăr.** Relating to the earth's poles.
**pŏl′ĭ çỹ.** A written contract of insurance.
**pŏ lit′ĭ cal.** Relating to affairs of government.
**pŏp′ū lăr.** Of or belonging to the people.
**pŏp ū lā′tion.** The whole number of people in a country, section, or area.
**pō sĭ′tion.** Place; situation.
**pŏs sĕs′sion.** That which one owns.
**pŏv′ēr tỹ.** State of being poor.
**pow′ēr.** Strength or right to do.
**prăc′tiçe.** 1. To do anything often. 2. Habit.
**prē′çinct.** A subdivision of a city, town, ward, or county for election purposes.
**prē mĭ ŭm.** Money paid for a contract of insurance.
**prē păr′á to rỹ.** Making ready.
**prē pâre′.** To make ready.
**prē sīde′.** To direct a meeting as chief officer.
**prē vent′.** To keep anything from happening.
**prē′vĭ oŭs ly.** Happening before.
**prĭn′cĭ pal.** 1. A sum of money placed at interest. 2. A person who has controlling authority.
**prĭn′çĭ ple.** A general truth; a rule of conduct.
**prĭv′ĭ lĕge.** A special right.
**prō ceed′.** To go on.
**prŏç′ĕss.** The way in which anything is done.
**prō dūçe′.** To make.
**prŏd′ŭct.** That which is brought forth: crops.

**prō fāne′.** Wicked.
**prō fĕs′sion al.** Relating to a profession or calling, as law, medicine, etc.
**prŏf′ĭt.** Gain.
**prŏg′rĕss.** A moving forward.
**prŏm′ĭse.** One's word to do anything.
**prō mō′tion.** An advance to a higher position.
**prō nounçe′.** To speak with the proper sound and accent.
**prŏp′ĕr.** Correct.
**prŏp′ẽr tў.** Things owned, as land, goods, money, etc.
**prō pōr′tion.** The relation of one thing to another as regards size.
**prō pōse′.** To offer a question for decision.
**prŏp ō′sĭ tion.** That which is offered for decision.
**prŏs′pĕr.** To succeed.
**prō tĕc′tion.** Defense.
**prọve.** To test the truth of.
**prō vīde′.** To furnish or supply; to look out for in advance.
**pŭb′lĭc.** 1. The general body of the people. 2. Common.
**pŭb′lish.** To print and send out, as a book.
**pûr′chāse.** To buy.
**pûr′pōse.** The end or aim of an act.

**quạr′an tĭne.** The being kept away from others because of disease.
**quạr′rĕl.** To fight.
**quō′tient.** The number resulting from the division of one number by another.

**rāçe.** A class of people having the same appearance, habits, etc.
**rāge.** To act with fury.
**rănch.** A farm for raising cattle or fruit.
**rẽ bĕl′.** To turn against authority.
**rẽ bĕl′lion.** Resistance to or defiance of authority.
**rĕck′on.** To count.
**rẽc′ŏrd.** Writing by which facts are kept.
**rẽ dūçe′.** To change the form of an expression without changing the value.
**rĕf′ẽr ençe.** A statement of one's character or ability.
**rē fôrm′.** To change in order to make better.
**rĕf′ûge.** Shelter from danger or distress.
**rẽ fūse′.** To decline to do anything.
**rē′gĭon.** An indefinite tract of land.
**rĕg′ĭs tẽr.** To enroll one's name.
**rẹin′deer.** A kind of deer found in the northern parts of Europe, Asia and America.
**rẽ joiçe′.** To feel joy.
**rẽ lāt′ed.** Belonging to; connected with.
**rẽl′ā tĭve.** A person related to another by blood.
**rẽ pâir′.** To mend.
**rĕp rẽ sẹnt′ā tive.** One who acts for another.
**rẽ pŭb′lĭc.** A country in which the governing power is exercised by representatives of the people.
**rē quīre′ment.** That which is needed.
**rē quīre′.** To need.
**rē sẹnt′ment.** Anger; displeasure.
**rĕs′i dençe.** The place where one has his home.
**rẽ sĭst′ançe.** The act of taking a stand against.
**rẽ spẽct′.** To regard with honor.
**rẽ spŏn′sı ble.** Able to answer for one's conduct.
**rĕv′ẽr ençe.** Deep respect.
**rē view′.** To go over a lesson a second time.
**rŏck′ẽt.** A firework shot through the air.
**rọute.** Road of travel.
**rụ′ın.** To cause to fall to pieces.

**săc′rĭ fĭçe.** To give up in favor of a higher object or duty.
**săn a tō′rĭ ŭm.** A place for the cure of sick people.
**săt ĭs făc′tion.** Settlement of a claim or demand.
**săt′ıs fy.** To supply to the full.
**săv′āge.** Wild; uncivilized.
**scăt′tẽr.** To separate.
**sçĭ′ençe.** Knowledge; knowledge of principles or facts.
**sēal.** To make fast; to close tightly
**sẽ cĕs′sion.** The withdrawal from a union.
**sē′crẽt.** Something kept hidden.
**sẽc′tion.** A distinct part of a country.
**sẽ cūre′.** To get for one's self
**sĕlf-rẽ lī′ance.** Trust in one's own powers or judgment.
**sĕp′ā rāte.** Apart from others.
**sē′rĭ oŭs.** Grave; not gay.
**serve.** To do duty; work for.
**sẽrv′ĭçe.** Duty; work.
**sĕs′sion.** The sitting of a court or council.
**sĕt′tle.** To make sure.
**sĕt′tle ment.** A small community; a colony.
**sĕv′ẽr al.** More than two, but not very many.
**sĭgn.** To write a signature.

**sĭg′nal.** A sign to give notice of something.

**sĭg′nà tûre.** The name of a person written with his own hand.

**sĭm′ĭ lăr.** Alike or nearly alike.

**sĭnġe.** Slightly burnt.

**slāv′ĕr ў.** State of being under bondage to another.

**smōth′ĕr.** To deprive of air.

**sŏlve.** To work out; to explain.

**spē′ çial.** Uncommon; particular.

**squąd.** A small party of men grouped for some common purpose.

**stănd′ard.** A fixed rule or model.

**stātes′man.** A man skilled in the principles and art of government.

**stā′tion.** To assign to a place or position.

**stĭm′ŭ lant.** A liquor or drug which seems to give strength.

**stŏcks.** A frame of timber with holes for confining the hands and feet of offenders.

**strĕtch.** To spread out.

**strŭg′gle.** A violent effort.

**stŭd′ў.** To read so as to learn and understand.

**sŭb mĭt′.** To yield to authority or power.

**sŭc çĕss′.** The obtaining of the object desired.

**sūlt.** To fit; to satisfy.

**sŭ pĕr ĭn tĕnd′.** To have charge of.

**sū pĕr vĭse′.** To watch over.

**sŭp pōrt′.** To provide for.

**sū prēme′.** Highest in authority or power.

**sŭr rĕn′dĕr.** To give up one's self into the power of another.

**sŭs pĭ′cion.** Lack of faith or trust.

**sўm′bŏl.** That which stands for or represents something else.

**sўm′pą thў.** Fellow feeling.

**tăct.** Ability to deal with others without giving offense.

**tēąse.** To ask repeatedly.

**tĕm′pĕr ançe.** Self control in the use of liquor.

**tĕn′dĕr.** That which may be offered as money.

**tex′tĭle.** Anything formed by weaving.

**thŏr′ŏugh.** Complete; perfect.

**thrĭft′ў.** Careful in money affairs.

**tĭll.** To cultivate the soil.

**tī′tle.** A name of honor and respect.

**tŏm′ą hąwk.** The war hatchet of an Indian.

**tō′tal.** The whole; the whole sum.

**trāin.** To educate.

**trăns ăc′tion.** That which is done; an affair.

**trăns pôr tā′tion.** Act of carrying from one place to another.

**trăv′ĕl er.** One who goes from one place to another.

**trĭ′al.** The hearing of a case at court.

**trĭ′ŭmph.** A feeling of joy for success.

**troŭ′bloŭs.** Full of trouble.

**ŭl′tĭ mąte.** Final; last.

**ŭn dĕr stănd′.** To grasp the idea of.

**ŭn fôr′tū nąte.** Not prosperous.

**ūn′ion.** Several things joined into one.

**ŭ nīte′.** To act together.

**ū nĭ vĕr′sal.** Relating to the whole; general.

**ûrġe.** To force onward; to push.

**ū′ṣū al ly.** In the common course of events.

**văl′leў.** The low land between hills or mountains.

**văl′ūe.** Worth; importance.

**vā′ry.** To change.

**vā′rĭ oŭs.** Different.

**vĕn tĭ lā′tion.** Causing fresh air to circulate through a room, and foul air to be driven out.

**vĕr′tı cal.** Straight up and down.

**vĭc′tō ry.** The overcoming of an enemy in battle or of one's opponents in any other struggle.

**vō cā′tion.** Trade; occupation.

**voy′ăġe.** A journey by water.

**vŭl′gar.** Coarse; low.

**wąl′rŭs.** A large sea animal of the Arctic Ocean.

**wąrd.** A division of a town or city for purposes of representation, etc.

**wąr′ri or.** One who goes to war.

**whōle′sòme.** Giving health.

**wĭt′nĕss.** One who testifies before a court of justice as to the facts in a case.

**won′dĕr ful.** Surprising; strange.

**wòr′shĭp.** To give honor to, as to God.

# PROPER NAMES

Ăf/rĭ ca.
Ăp pà lā/chĭ an.
À rā/bĭ à.
Arc/tĭc.
Är mē/nĭ à.
Ā/sĭ à.
Ät lăn/tĭc.
Aus trā/lĭ a.
Aus/trĭ a Hŭn/ga rў.

Brĭt/ĭsh Isles.
Bụl gā/rĭ à.

Chĭ/nà.
Crô ā/tĭ à.

Dĕ Kălb/.
Dĕn/märk.

Eū/rope.

Fĭn/land.

Gen/ô à.
Gĕr/mà nў.
Greece.

Hĕr/cū lēs.
Hŏl/land.

Ĭn/dĭ à.
Ĭt/à lў.

Jà păn/.

Kô rē/à.
Kŏs çĭ ŭs/kô.

Lä fây ĕtte/.

Măn hătt/an.

Nôr/wāy.

Pà çif/ic.
Pä/lōs.
Păn à mä/.
Pĕr/sĭ à.
Phĭl/ĭpp ĭne.
Plўm/oŭth.
Pō/land.
Pōr tô Rĭ/cô.

Rọu mā/nĭ à.
Rūss/ià.

Sän/tă Mä rĭ/ä.
Sĕr/vĭ à.
Sĭ bē/rĭ à.
Sĭç/ĭ lў.
Slà vō/nĭ à.
Spāin.
Swē/den.
Swĭt/zer land.

Tur/keў.

Von Steū/ben.

Guest Room

Guest Room